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PRACTICAL LESSONS



ENGLISH GRAMMAR.



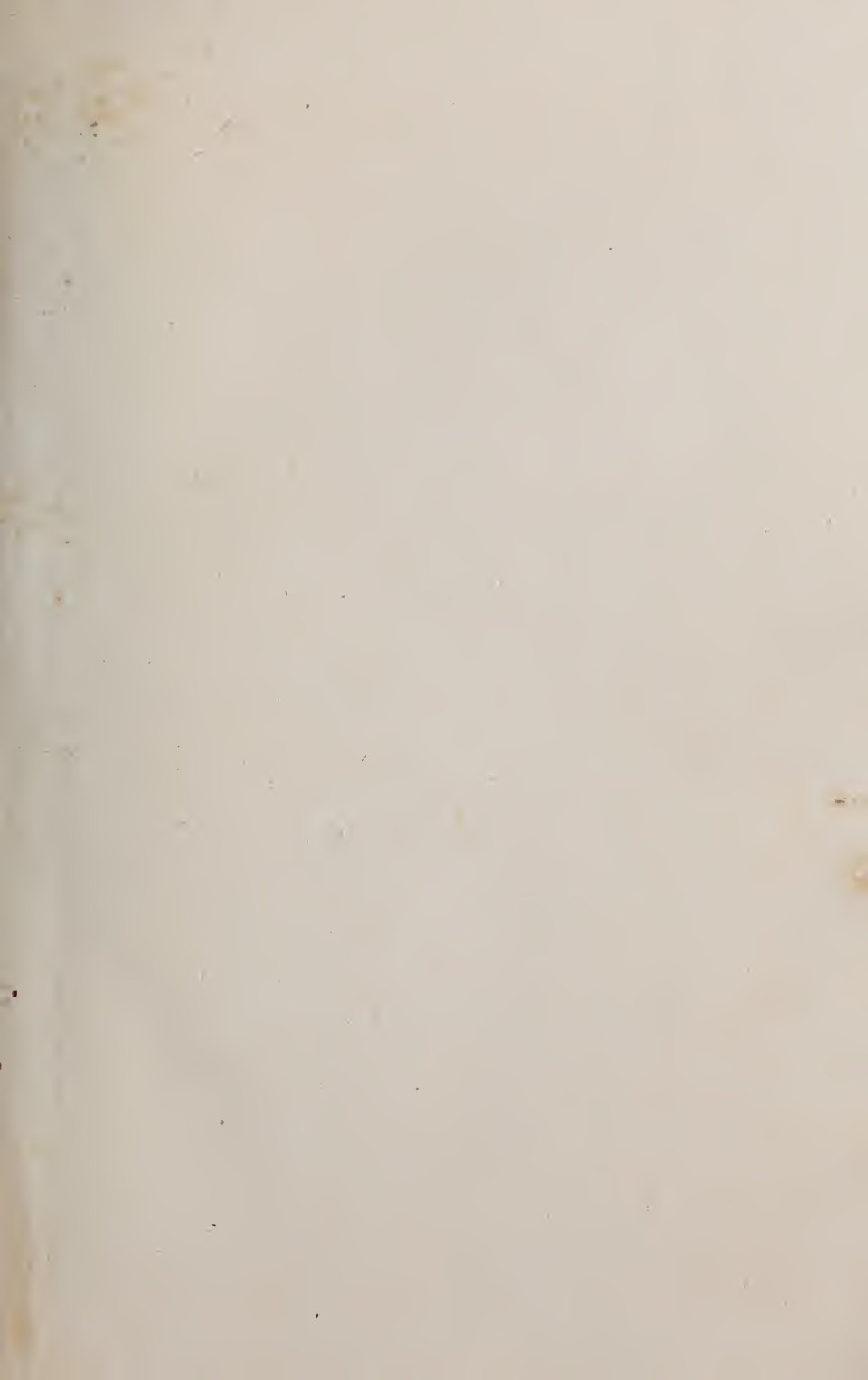
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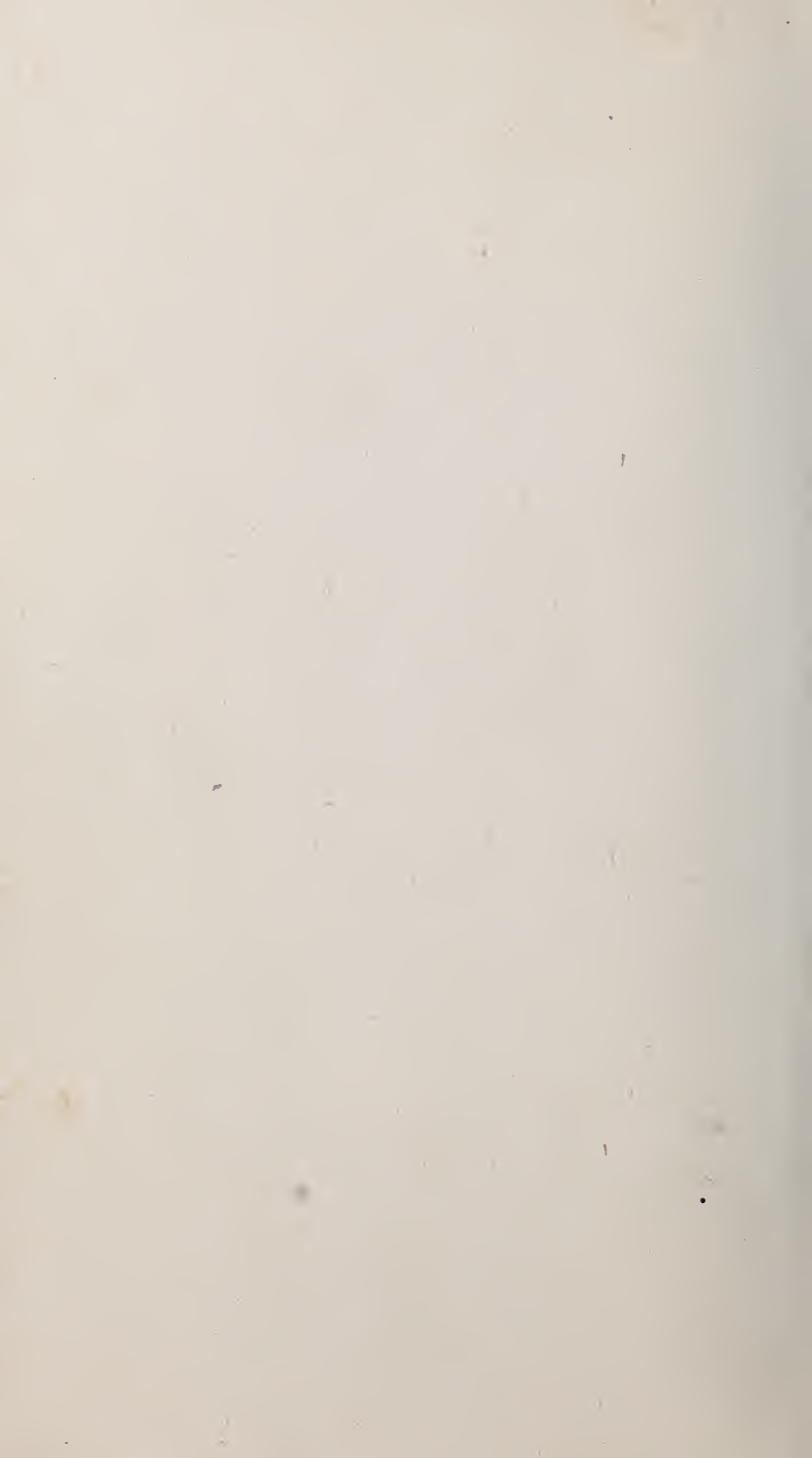
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PRACTICAL LESSONS
IN
ENGLISH GRAMMAR;
PRINTED BY ORDER
OF THE
BOARD OF EDUCATION,
FOR USE IN THE
B SENIOR GRADE
OF THE
PUBLIC SCHOOLS

OF
ZANESVILLE, OHIO.

PREPARED BY W. D. LASH.

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PREFACE.

THE exercises in this book are such as have been used in the B Senior Grade of the Zanesville Public Schools. For convenience and to save time, they have been printed.

In the lower grades the pupils have received instruction in Language Lessons suited to their grade. They have learned the "parts of speech" and their properties, and have analyzed the simple and compound sentences. Only correct language has been placed before them. In this grade their attention is directed to *errors* in common use. To enable them to avoid these errors, great stress is placed upon the syntax of the *noun*, *pronoun*, and *verb*, and upon the correction of *false syntax*. Pupils are not required to parse by any set formula. Case, the agreement of the pronoun with its antecedent and of the verb with its subject, the use of the past tense and past participle, are subjects that receive special attention.

This book is not a treatise on English Grammar. The subject matter and the exercises have been arranged to meet the requirements of pupils of the grade for which the work has been prepared.

Zanesville, Ohio, September 1, 1885.

a.m.p., Feb 7, 1911.

ERRATA:

In Art. 128, the word *their* should be *there*.

In Art. 224, read, Past—add *d* or *ed*.

In Art. 354, the word *answer* should be *ask*.



PARTS OF SPEECH,

1. A *noun* is a word used as the name of something; as,
 - (a) *Harry* threw a *stone* at the *cow*.
 - (b) The *flowers* bloom in the *garden*.
2. A *pronoun* is a word used in the place of a noun; as,
 - (a) I met James and asked *him* to lend *me* *his* book.
 - (b) *He* brought *it* to-day.
3. An *adjective* is a word used with a noun or pronoun to limit or describe its meaning; as,
 - (a) George is an *ambitious* boy.
 - (b) *Dark* clouds bring rain.
4. A *verb* is a word used to state something about some person or thing; as,
 - (a) Bees *gather* honey.
 - (b) Fortune *favors* the brave.
 - (c) The birds *sing*.
5. An *adverb* is a word used to modify the meaning of a *verb*, an *adjective* or another *adverb*; as,
 - (a) The sun shines *brightly*.
 - (b) The children are *very* happy.
 - (c) Birds fly *very* swiftly.
6. A *preposition* is a connecting word used to show the relation of a noun or pronoun following it, to some other word; as,
 - (a) He stood *by* the window.
 - (b) You may go *with* me.

7. A *conjunction* is a word used to join words, phrases, or sentences; as,
- (a) The horse *and* wagon were sold.
 - (b) Do you prepare your lesson in school *or* at home?
 - (c) He is honest *but* he is poor.
8. An *interjection* is an exclamatory word; as,
- (a) Hush! Goodness!
 - (b) Hark! I hear the music.

EXERCISE I.

9. *Name the parts of speech :*
1. The dog caught the fox on father's farm.
 2. Her sister sent us the apples.
 3. Some pupil has lost his hat.
 4. Coffee and sugar are brought from the West Indies.
 5. Neither the captain nor his soldiers showed themselves at the front.
 6. He told John and me the story.
 7. Cold and heat have their extremes.
 8. They will follow the trail over the mountain.
 9. The peaches at the market were sold in baskets.
 10. The dew-drops sparkled in the sun-light.
 11. We will send the flowers to day.
 12. How did you come?
 13. The workmen brought their tools with them.
 14. This remarkable tree grows in China.
 15. From these gashes the opium exudes in tears, and is collected at early dawn by scraping with a piece of glass or knife.
 16. Hurra! We have gained the victory.

NOUNS.

10. A *noun* is a word used as a name.
11. A *proper noun* is the name applied to an individual of a class to distinguish it from the other individuals of that class; as,

- (a) Charles Dickens of England wrote a story entitled *David Copperfield*.
- (b) Mr. Harris will ship his cattle to Chicago the second Monday in March.
12. *Common nouns* include all nouns not in the class of proper nouns.
13. Some common nouns are called collective nouns. A *collective noun* is the name of a group or collection of objects; as,
- (a) The army was defeated.
- (b) The judge dismissed the jury this morning.
14. Every proper noun commences with a capital letter.
15. Every common noun commences with a small letter unless it is the first word of a sentence.
16. A common noun when used as a distinguishing noun becomes a proper noun and commences with a capital letter.
17. The pronoun *I* and the interjection *O* are capital letters.

EXERCISE II.

18. In the following exercises, name the *class* to which each *noun* belongs, and correct all *errors* in the use of *capital* letters:
1. A river flows by the city of Zanesville.
 2. Paris is a beautiful city in France.
 3. Cleveland is situated in the northern part of Ohio.
 4. General Grant became President of the United States.
 5. In the village of Southampton, when it was two hundred and forty years old, there were living just two Irishmen and one German.
 6. There is a grave-yard just where the road comes in from the North Sea.

7. King Charles II. had granted to his brother James, Duke of York and Albany, a patent for a vast extent of territory, of which Long Island formed a part.
8. After the conquest of New Amsterdam, the Duke proceeded to organize his colony, and by this decree the island was joined to New York.
9. This statement applies with equal force to Easthampton, and as the two towns cover the whole territory from Canoe Place to Montauk Light, here we have our New England Colony.
10. Now appears at the right The town Pond, or, as it is sometimes called, Lake Agawam.
11. It was April, 1840, forty-five years ago.
12. It was six years before the war with Mexico.
13. Where San Francisco now stands, was the little settlement of Yerba Buena.
14. Denver was formed nineteen years later.
15. He versified the Psalms, and taught Latin to the boys.
16. He went at first on Sundays to the Episcopal Church at Sag Harbor.
17. When he entered the little inn in May, the name he gave was John Wallace.
18. On Friday, the 30th of December, there came to the door a census marshal.
19. This is from my friend, Mrs. Dike, who lives in Edinburgh.
20. I sent this name to Robert Mackenzie, Esq., of Dundee, Scotland, author of A History of the Nineteenth Century.
21. It made his flesh creep like one of wilkie collin's stories.
22. Then i went to colorado, and at the foot of pike's peak in june, I found out all about the poor exile.
23. the high sheriff of a great county of Scotland is an important judicial officer.
24. this property is near great pond, and about four Miles West is fort pond bay.
25. to this bay is to come our old Friend the long island railroad.

26. From it are to sail the swift Steamers to milford haven.
27. soon they passed Stratton's, beloved of sportsmen.
28. Shade of fenimore cooper! Can these things be so?
29. wednesday, July 22nd., block island loomed up to the eastward.
30. One of our Pilgrims has read starr king's graphic description of a night on the summit of mount washington.
31. 'from damascus i went to bagdad.
32. i omitted to say that lieutenant james bruce made one of our party.
33. i was hardly able to sit on my horse, malek, for which my Husband had exchanged my lovely arab of the Desert of syria, which had carried me to the Capitol of persia.
34. Both harry and i were detained.
35. "i fight for god and freedom," was the cry.
36. sunday is the golden clasp that binds the volume of the week.
37. the congress made a declaration of Independence on the fourth day of July.
38. Benjamin west was a native of pennsylvania.
39. the king of france was brought prisoner to london.
40. andrew laughed when jenny kissed the cat.

NUMBER FORMS OF NOUNS.

19. Nouns express difference of number.
20. Where only *one* person or thing is meant, the *singular* form of the noun is used.
21. When *more* than one are meant, the *plural* form is used.
22. The plural number is formed from the singular. In most nouns this is done by annexing the letter *s*; as, boy, boys; lake, lakes.
23. To the singular form of some nouns *es* is added. This occurs in words ending in *s, z, x, sh, ch, j*.

24. In some nouns ending in *f* or *fe*, *f* is changed to *v* and *es* is added to form the plural; as,
loaf, loaves; wife, wives.
25. Some nouns in *f* and *fe* add *s*; as,
brief, briefs; chief, chiefs.
Others of this class are fife, grief, gulf, hoof, proof,
reef, roof, safe, scarf, strife, waif, dwarf.
26. Nouns ending in *y*, preceded by a consonant, change *y*
to *i* and add *es*; as,
lady, ladies; story, stories.
27. Most nouns ending in *o*, preceded by a consonant, add
es; as,
potato, potatoes; cargo, cargoes; echo, echoes.
28. Nouns ending in *o*, preceded by a *vowel*, add *s*; as,
cameo, cameos; folio, folios; studio, studios.
29. Some nouns ending in *i* add *es*; as,
alkali, alkalies.
30. Learn the *number forms* of the following nouns:
Child, children; ox, oxen; tooth, teeth; goose, geese;
woman, women; mouse, mice; foot, feet; man, men;
louse, lice.
31. In compound words the part explained or modified is
made plural; as,
hand-car, hand-cars; mouse-trap, mouse-traps.
32. If neither part of a compound word is modified, *s* is
added; as,
pailful, pailfuls; what-not, what-nots.
33. Some compound words vary the last word; as
gentleman, gentlemen; fisherman, fishermen.

-
34. Other compound words vary both parts; as,
woman-singer, women-singers.
35. If the compound word consists of a proper name, preceded by a title, the plural is formed by varying the title; as,
Miss Muray, Misses Muray; Generals Smith and Perry.
36. If the title is preceded by a numeral, the name is made plural; as,
The two Miss Murays; the two Dr. Smiths.
37. If *Mrs.* is the title, the name is made plural; as,
The Mrs. Parkers.
38. If a title is used with two or more different names, it is plural; as,
Messrs. Johnson and Thompson.
39. Collective nouns are *plural* when the individuals composing the group are meant. They are *singular* when the whole group is considered as a unit.
40. Collective nouns usually have regular plural forms; as,
jury, juries; society, societies.
41. Letters, signs, marks and figures are made plural by adding the apostrophe (') and *s*; as,
j's, +'s, 9's.
42. Some words have the same form in both numbers.
Study the following list:
billows, corpse, grouse, hose, means, which, pains,
vermin, wages, odds, series, sheep, swine, who.
43. When the following words are used with numerals, they have the same form in both numbers:
yoke, score, pair, hundred, dozen, thousand, couple.
44. Some words are used only in the plural; as,

ashes, assets, clothes, measles, nippers, shears, scissors, thanks, tongs, tidings, trowsers, vitals, victuals, etc.

45. Some nouns are rarely plural; as,
bread, coffee, copper, flour, milk, water, etc.
If kinds of materials are meant, they are plural; as,
tea, teas.
46. Scientific terms ending in *ics* are singular; as,
physics, politics, etc.

EXERCISE III.

47. *Use the plural of these words in statements:*
Belief, dwarf, fife, child, foot, goose, ox, mouse, leaf,
wolf, thief, fancy, vanity, city, alley, glory, bell,
bridge, wind, cricket.
48. *Write plural subjects to the following verbs:*
Shine, decay, fall, fled, must be built, dress, were told,
were paid, defeated, took, lay, joined.
49. *Write the singular and plural of ten nouns.*

EXERCISE IV.

50. *Use the plural of these words in sentences:*
Hope, age, bush, tax, potato, shoe, colony, piano,
kangaroo, pulley, loaf, Mr., bean, handkerchief,
cherub, theory, muff, son-in-law, man-of-war, spoon-
ful, maid-servant, D. X., $\frac{1}{2}$, deer.
51. *Correct all errors in the following words:*
Toys, mosquitos, calicos, heros, babys, chimnies,
beefs, oxes, 2s, ms, swines, sheeps, oxens, oates,
cargos, negros, knives, turkies.
52. *Write the singular and plural of ten words.*

EXERCISE V.

53. Write the plural of these words:

portico, motto, tornado, volcano, canto, two, zero, echo, mulatto, hedge, race, monkey, alley, attorney, folio, shelf, staff, beef, safe, louse, tooth, Miss, man-trap, pailful, tooth-brush, goose-quill, courtyard, fisherman, Frenchman, German, Englishman, man-singer, s, woman-servant, i, t, x, 9.

54. Review. The pupils will spell orally the singular and the plural of words pronounced by the teacher.

SENTENCES.

55. A *sentence* is a collection of words making a complete statement.

56. A sentence has *two parts*: the *subject* and the *predicate*.

57. The *subject* is that of which something is stated.

58. The *predicate* is that which is stated.

59. Every sentence should begin with a capital letter.

60. There are four classes of sentences; the *declarative*, *interrogative*, *imperative*, and *exclamatory*.

61. The *declarative* sentence affirms or denies. It ends with a period; as,

(a) Mr. Story went to Columbus yesterday.

(b) The senator did not return to Washington.

62. The *interrogative* sentence asks a question. It ends with an interrogation point; as,
Did the army cross the river?

63. The *imperative* sentence expresses a command. It ends with a period; as,
John, go home.

64. The *exclamatory* sentence expresses strong feeling or emotion. It ends with an exclamation point; as,
How brightly the sun shines!

EXERCISE VI.

65. Give the *class* to which *each* of the following sentences belongs, and name its *subject* and *predicate*:
1. The meeting was a failure.
 2. Be punctual in keeping your engagements.
 3. Feudalism is the embodiment of pride.
 4. Nature delights in variety.
 5. Is sight the most important sense?
 6. How beautiful the world is!
 7. Who made this beautiful world?
 8. God made the world.
 9. Did you ever see a quail?
 10. Do not disturb them.
66. Write *five sentences under each class of sentences*.

EXERCISE VII.

67. *Correct all errors*:
1. Did you find it.
 2. What a noise the swallows made?
 3. They build their nests mostly of mud.
 4. The peacock is called a proud bird
 5. Why need he be so proud!
 6. That is Minnie's pet!
 7. Who thinks that is the reason
 8. What a selfish boy John is
 9. The sunbeam met the dew-drop there
 10. How pleasant he made it for his visitors
 11. Be kind to the poor
 12. Hear the cricket's voice
 13. How it chirps?
 14. What shrill notes it sends up from the kitchen
 15. Seek to wear this in thy crown
68. Write *six sentences*, *classify* them, and tell the *subject* and *predicate* of each.

VERBS.

69. The *predicate* of a sentence is a verb, or it contains a verb.
70. A *verb* is a word that states something. It expresses action or being.
71. Some verbs require an object to complete their meaning—that is a noun or something used as a noun, which is the receiver of the action expressed by the verb; as,
- (a) John broke his slate.
 - (b) He tore the paper.
- Such verbs are called *transitive verbs*.
72. The word used to complete the meaning of a transitive verb is called its *object complement*.
73. Some verbs express complete action in themselves; as,
- (a) The boy runs.
 - (b) James plays.
- Such verbs are called *intransitive verbs*.
74. There is another class of verbs whose meaning is completed by the addition of something relating to the subject of the sentence, describing or qualifying it; as,
- (a) John is a boy.
 - (b) They became friends.
 - (c) The boy seemed sick.
- These verbs are called *copulative verbs*.
75. The word used to complete the meaning of the copulative verb is called its *attribute complement*.
76. There are three general classes of verbs; *transitive*, *intransitive*, and *copulative*.
77. Write five sentences under each class of verbs.

EXERCISE VIII.

78. Name the *subjects*, *predicates*, and *object complements*, and *classify* the *verbs* in these sentences:
1. George cried.
 2. The echo repeated his words.
 3. The blue-bird comes in the spring.
 4. They build their nests in holes in trees.
 5. These barn-swallows are masons.
 6. Can you describe the man?
 7. These are books.
 8. He is my father.
 9. John brought the horse into the barn.
 10. She is only a child.
 11. The daisy grew by the fence.
 12. The first land discovered by Columbus was an island.
 13. The old cat caught the mouse.
 14. No nation is free from danger.
 15. Temperance promotes health.

79. Write five sentences under each class of sentences.

CASE.

80. The *relation* which a noun or pronoun sustains to other words in a sentence is called its case.
81. The *subject* of the sentence, or verb, is in the *nominative* case—the subject nominative.
82. The noun or pronoun used as attribute complement is in the nominative case—the predicate nominative.
83. The *object* complement of the transitive verb is in the *objective* case.
84. Nouns and pronouns that depend on prepositions are in the objective case.

85. The noun or pronoun used to denote the possessor or owner, is in the *possessive* case; as,
This is John's hat.
86. There are three cases: *nominative*, *possessive*, and *objective*.

EXERCISE IX.

87. Classify the *verbs*, and give the *syntax** of the nouns in the following sentences:
1. The skeptic smiled.
 2. The men put the hay into father's barn.
 3. They gathered the apples, carried them to the mill, and crushed them.
 4. That man is the speaker.
 5. Some bees are real robbers.
 6. John's father bought Mr. Morrison's horse.
 7. That little boy broke Willie's wagon.
 8. That question puzzles the best scholars.
 9. My uncle's cow died.
 10. These three dishes contain three kinds of paint.
 11. With the brush, she took some paint from a dish, and painted a blue square in the paper.
 12. The children knew the name of this color.
 13. Work the last example.
 14. Homer was a poet.
 15. The rain falls gently.
 16. He remained their friend.

CASE-FORMS.

88. Nouns have *two* case-forms: the *possessive* form, and the *form* (the simple form of the noun) common to the *nominative* and *objective* cases.
89. Nouns having the possessive form are in the possessive case.

**Syntax* treats of the *relation* of words in sentences. In the "Exercises" that follow this, to give the syntax of a noun will be to give its number and case, and also the reason for its case; of a pronoun, its person, number, case, and reason for its case; of an adjective, to tell its use, whether as qualifying adjective or predicate adjective (attribute complement), and to tell to what it belongs.

90. A noun added to another noun to explain or describe it, is said to be in *apposition* to that noun; as,
These are the works of Longfellow, the poet.
91. The case or form of the noun in apposition is the same as that of the noun which it describes or explains.
92. The appositive noun and its modifiers are separated from the rest of the sentence by commas; as,
Scott, the great novelist, believed in Christianity.
93. If the appositive is considered as a proper name, or a single phrase, it is not usually separated from the rest of the sentence; as,
(a) The poet Milton was blind.
(b) He himself did the work.

Commas are used when more than one word are in apposition to the same word; as,
I, Paul, myself beseech you.

94. In addressing a person or thing by name, we use the nominative or subjective form of the noun.
This form, when thus used, is known as the *nominative of address*, or nominative absolute case.
95. The words used to denote the person or thing addressed, are separated from the rest of the sentence by commas; as,
(a) Plato, thou reasonest well.
(b) Rejoice, O young man, in thy youth.
96. There are three other cases in which nouns are used in the nominative absolute construction.
1. *By pleonasm*—the abrupt introduction of a word for emphasis. The word thus used is separated from the rest of the sentence by commas; as,
The boy, oh! where was he?
This use of the nominative absolute case should be avoided in prose.

2. *By exclamation*; as,

O sun! to tell thee how I hate thy beams.

An exclamation point is usually placed after explanatory words and interjections; as,

(a) Oh, my son!

(b) Alas! those happy days are gone.

If the interjection forms a part of the sentence, the exclamation point is placed at the end of the sentence; as,

Alas for his poor family!

3. *With a participle*; as,

The lesson having been recited, the class was dismissed.

EXERCISE X.

97. In the following sentence give *reason* for the *case* in which each noun is found, and justify the *punctuation* used.

1. Webster, the statesman, was a great man.
2. The emperor Nero was a tyrant.
3. That man is my uncle, the merchant's book-keeper.
4. Addison, a writer of prose, was greatly esteemed.
5. Mary, you may go to school.
6. Our fathers, where are they?
7. Woodman, spare that tree.
8. The ship Albion was lost in a storm.
9. Ruin seize thee, ruthless king.
10. David slew Goliath, the great giant.
11. Gad, a troop shall overcome him!
12. Are you well, John?
13. Gold is a precious metal.
14. You cannot appreciate my motives.
15. The son will inherit all the father's riches.

98. Write *five* sentences containing *appositive* nouns and *five* containing nouns in the *nominative absolute* case.

EXERCISE XI.

99. *Correct all errors in punctuation, and give reasons for the corrections and for the case of the noun:*
1. T'is I Hamlet the Dane.
 2. Poor man he never returned
 3. Those happy dreams whither have they fled!
 4. Shakespeare lived in Queen Elizabeth's reign.
 5. Paul the apostle was a native of Tarsus a city of Cilicia
 6. Now the bright morning star days harbinger comes dancing from the east
 7. "King Agrippa believest thou the prophets"
 8. My son have you sold the horse
 9. A horse a horse my kingdom for a horse
 10. Awake my St. John leave all meaner things
 11. Hear O heavens and give ear O earth
 12. The daughter of a hundred earls
You are not one to be despised
 13. Bless the Lord O my soul!
 14. Fellow-citizens I declare the truth to you!
 15. I thank you for that suggestion Mr. Secretary!
100. *Follow the directions given in 98.*

EXERCISE XII.

101. *Follow directions given in 99.*
1. Washington the successful general was also a true patriot.
 2. My son bring to me the last number of the Century.
 3. What weep you when you but behold our Cæsar's vesture wounded
 4. Alas I then have chid away my friend.
 5. The poet Shakespeare is considered the greatest of writers.
 6. Newton the great mathematician was a devout believer in Christianity.
 7. Show pity Lord O Lord forgive
 8. Remember boys you must work if you would meet with success

9. Socrates the wisest of the Ancients wrote nothing.
10. With thee sweet hope resides the heavenly light.
11. Who can control him!
12. Ah father these are wonderful truths
13. What do you think of John's success
14. O wretched man that I am
15. My boy you have acted with great care
16. Mr. Smith's house it was burned
17. How heavily her fate must weight her down
18. How soon man's earthly enjoyments pass away-
19. The coat was made by Johnson the eastern tailor-
20. Mr. Speaker I rise to move the second reading of this bill.

THE POSSESSIVE FORM OF NOUNS.

102. The *possessive* form, or possessive case, of the singular of nouns is made by adding the apostrophe (') and the letter *s* to the simple, or subjective form of the nouns; as,
John's horse; James's book.
103. A few singular nouns ending in *s* or *ce*, form their possessive plurals by the use of the *apostrophe* alone; as,
For conscience' sake; goodness'.
104. The possessive form of the plural of nouns not ending in *s*, is made by adding 's; as,
Men's shoes for sale; children's hats.
105. When the plural form of the noun ends in *s*, the possessive is formed by writing the *apostrophe* after the word; as,
Ladies' cloaks; soldiers' uniforms.
106. In compound words, the sign of the possessive ('s) is added to the end of the whole word; as,
A man-of-war's rigging.

107. The possessive form of a group of words considered as a compound name, is made by adding the sign (*'s*) to the last word of the group; as,
This is General John Porter's sword.
108. Joint possession is denoted by adding the sign to the last word; as,
Johnson & Abbott's store.
109. Separate possession is denoted by adding the sign to each name; as,
We use Chandler's and Harvey's Grammars.
110. When different possessors are thought of as separate or opposed, possession is denoted by using the *sign*, with the name of *each* possessor; as,
He was the King's, as well as the people's, choice.
111. In the use of appositive nouns, possession is usually denoted by adding the *sign* to the word *nearest* the name of the thing possessed; as,
"For David my servant's sake."
112. It is allowable to say at Kennedy's the book-seller.
113. The preposition *of* is often equivalent to the sign of possession, and should be used when the use of the sign (*'s*) brings together too many sounds of *s*; as,
Moses's writing; the writings of Moses.
114. The phrases *belonging to* and *property of*, may take the place of the sign of possession; as,
(*a*) This is my father's farm.
(*b*) This farm belongs to, or is the property of my father.

EXERCISE XIII.

115. In the following sentences, give the *case* of *each noun*, state how the *possessive* forms are made, and justify the *punctuation*.

1. The man's anger soon subsided.
2. The President's message was received by the Senate.
3. Mr. Perry, the retail merchant, sells boys' shoes.
4. Ask no questions for goodness' sake.
5. It was the King of Israel's army.
6. Bring into the room Webster's and Worcester's Dictionaries.
7. They came in William's and Henry's boats.
8. It was bought at Jones Bros. and Co.'s store.
9. They saw my father-in-law's horse in the field.
10. A father's or a mother's brother is an uncle.
11. The Bank of England was established in William and Mary's reign.
12. The mice's nests were found in the hay-barn.
13. We were comparing Cæsar's and Napoleon's victories.
14. They are Mary's, as well as Jane's, books.
15. He is now at my father-in-law's house.

EXERCISE XIV.

116. Write sentences containing the *possessive singular* of the following words:
 Actor, elephant, farmer, horse, hero, attorney, lady, monkey, calf, thief, child, goose, bean, deer, swine.
117. Rewrite your sentences, using the *possessive plural* of the same words, and state how you form the possessive in each.

EXERCISE XV.

118. Use in sentences, the *possessive forms, singular and plural, of these words*:
 Wife, cities, men, valley, tooth, fox, potato, prince, gentleman, minstrels, kings, women, sisters, chief, uncle, gypsy, son-in-law, aunts, brethren, parents, husband, teachers, family, bachelor, tailors, saddler, nurse, merchants, empress.

EXERCISE XVI.

119. *Correct all errors:*

1. He admires the ladie's beauty.
2. He took Johns sisters hat.
3. The mices nests were destroyed by the mens dogs.
4. She made the woman's dress.
5. He read a letter of Miltons the poets.
6. Six months interest is now due.
7. He went to Jones the baker for bread.
8. My sister attends a young ladies' school.
9. The childrens' stories were interesting.
10. He received nothing for the two days' labor.
11. Boys don't fire they will surrender without a moments' hesitation
12. The young captain was assigned to Major Harry Gilmore's command.
13. The First New Jersey's attack was stoutly resisted.
14. They were taken by Sheridans chief-of-scouts squad.
15. George bring the judges carriage.
16. Oh my poor Freddie what shall I do for him!
17. They called at Farmer C.s residence.
18. In the first days battle at gettysburg, gilmor supported the two batteries.
19. During earlys march to washington, his command formed a part of johnsons force.
20. During the following August, on sheridans first retreat from strasburg, he took part in the attack on the union rear guard at winchester.
21. While a passage was being constructed under the choir of St Georges chapel, windsor, an aper-
ture was accidentally made in one of the walls of henry viii's vault.
22. The soldiers came by the Commander-in-Chiefs residence.
23. The little dog was the boys' playmate.
24. The school laughed at Georges's comical speech.
25. Then taking his companion, conrade, he returned to Newark.
26. After the fight at kelleys ford, he received his com.mission as major.
27. The sun's rays touched the ladys' face.

28. A lark made her nest in a field of corn.
29. The sparrows pecked the ripe fruit in Uncle Davids' garden.
30. A little girl sat by the door of the cottage.

120. Write *six sentences* containing *prepositions*.

GENDER.

121. *Gender* is a property of nouns and pronouns to mark a distinction as to sex in objects.
122. If a word represents an object of the male sex, it is of the *masculine* gender; if, of the female sex, *feminine* gender; if the object may be either male or female it is *common* gender; and if the word represents an object without sex, it is said to be *neuter* gender.

EXERCISE XVII.

123. *Tell the gender of the nouns:*
 1. My father bought a farm.
 2. The children have lost their mother.
 3. The teacher assigned the lesson to her pupils.
 4. The soldiers burnt the bridge over the river.
 5. The police dispersed the mob.
 6. Mary plays, and William sings.
 7. The army kept ahead of the skirmishers.
 8. Milton was a poet.
 9. He was the third president.
 10. His parents sent him to school.
 11. At the dawn of day Mrs. Wilkins, in company with her son, ascended the hill with a merry heart.
 12. The Lord is a tower of strength to his people.
 13. His mother's death was a heavy blow.
 14. Night, even in the Zenith of her dark domain, is but as sunshine, compared to the color of my fate.
 15. The guns on one broadside paid their regards to Forte Walker.

PERSONAL PRONOUNS.

124. *Personal Pronouns* mark distinction of person.
125. There are *three* persons: the person speaking, or the (a) *first* person; the person spoken to, or the (b) *second* person; and the person spoken of, or the (c) *third* person; as,
I (a) asked you (b) to take the book to him. (c)
126. The personal pronouns have different forms for the different persons, numbers, and cases, and also for gender in the third person.

*First Person Form.**Second Person Form.*

	<i>Sing.</i>	<i>Plu.</i>	<i>Sing.</i>	<i>Plu.</i>
<i>Nom.</i>	I	we	you, or thou,	you, or ye
<i>Poss.</i>	my	our	your, or thy	your
<i>Obj.</i>	me	us	you, or thee	you

Third Person Forms.

	<i>SINGULAR.</i>			<i>PLURAL.</i>
	<i>Mas.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>All Genders.</i>
<i>Nom.</i>	he	she	it	they
<i>Poss.</i>	his	her	its	their
<i>Obj.</i>	him	her	it	them

127. All pronouns have the *properties* and *uses* of nouns.
128. There is a class of words called compound personal pronouns. It is formed by adding *self* (sing.) and *selves* (plural) to the pronouns *my, our, thy, your, him, her, it, and them*. The words thus formed are usually used either alone or with the simple pronouns to mark emphasis; as,
I myself did it.
They may be used as reflex objects of verbs; as,
She drowned herself.
129. The word for which the pronoun stands is called the antecedent of the pronoun. It is not always expressed.

EXERCISE XVIII.

130. Give the *number* and *case* of the nouns and pronouns, and name the *antecedent* of each pronoun:
1. Do you see how the man braces himself against the wind?
 2. Her children were playing on the sea-shore.
 3. The boys gathered pebbles and wrote their names in the white sand.
 4. Do you like the robin? It comes to see us early in the spring.
 5. I that speak to thee am he.
 6. Mary told the story to her mother.
 7. John did the work himself.
 8. I told the captain to dismount his men and to form them in front of their horses.
 9. I then made the men take off their arms and lay them in a pile.
 10. My pride fell with my fortune.
 11. We left our luggage behind us.
 12. Boys, have you prepared your lessons?
 13. Honor thy father and thy mother.
 14. My friend, you have been very kind to me.
 15. Children, you should do all that your teacher asks you to do.
 16. John, thou hast told the truth.
 17. Their house is so full that they cannot give rooms to us.
 18. This flower has lost its fragrance.
 19. The men will be paid when they have finished their work.
 20. Every pupil must provide himself with books.
 21. The man himself was not hurt, but his children were painfully injured.
 22. Those people are building for themselves a house.
 23. The speaker himself could not answer the question.
 24. The boy is warming himself by our stove.
 25. The boys asked the teacher if he would excuse them after they had prepared their work.
 26. The teacher will hear the girls read their compositions after they have written them.

27. Every man must take care of himself.
28. The soldiers must obey their officers.
29. Each girl will bring her book to me.
30. The dog is a faithful friend when his master is kind to him.

POSSESSIVE PRONOUNS.

131. The words *mine, thine, his, hers, yours, and theirs* are called *possessive* pronouns. They have the construction of nouns; as,
That horse is mine.

Rem.—The word “*mine*” is a possessive pronoun used as attribute complement.

EXERCISE XIX.

132. Give the *Syntax* of the nouns and pronouns:
1. I saw him and he saw me.
 2. He ate his apple, and you ate yours.
 3. This man is a friend of his.
 4. This glorious land is ours.
 5. Thine is the kingdom.
 6. My horse is here, but yours has gone.
 7. I see your book, but she cannot find hers.
 8. It was a declaration of independence.
 9. If I win power I will use it.
 10. John lives on his farm, but I sold mine.
 11. I do not think that this hat is yours.
 12. The tree is known by its fruits.
 13. John himself has gone to the shore.
 14. The children enjoyed themselves at their picnic.
 15. Ours is a sad story.
133. Write sentences containing the possessive pronouns, and tell the case in which you use them.

EXERCISE XX.

134. Write sentences, using the *plural* form of this word as subjects:

Book, I, branch, table, he, steeple, wave, thief, fly, strawberry, wages, suds, sheep, I.

135. Write sentences, using these words as attribute complements:
poet, she, agent, queen, mayor, rivals, monarch, boat, he, they, president, I.

EXERCISE XXI.

136. Write *subjects* and *attribute* complements to these verbs:
was, have been, continue, seems, because, am, was made, are called, will be, had been, is, was elected, were, was appointed.
137. Write sentences using the proper form of these words as *object complements* of transitive verbs:
desk, mistakes, stories, I, drum, apples, she, street, he, their, birds, bees, you, his, example, himself.

EXERCISE XXII.

138. Write sentences using the proper form of these words as *subjects* or *attribute* complements:
me, thou, it, him, deer, man's, ladies', them, our David's, us, we, its, hers, thine, ours, thee, people's.
139. Write sentences, using the proper form of the words in 137 and 138 as the *objects* of *prepositions*.

THE APOSTROPHE.

140. The *apostrophe* (') is a comma placed above the line.
141. The following are its uses:
1. To denote the *omission* of a *letter* or *letters*; as,
(a) *O'er* for *over*.
(b) I've done the work, for I have done the work.

2. In forming the *plurals* of *letters, figures, marks, &c.* (page 11.)
 3. In forming the *possessive case* of nouns. (page 21)
142. The apostrophe is *not* used in the *possessive* forms of the *pronouns*.

EXERCISE XXIII.

143. Rewrite the following sentences, omitting the *apostrophe* and supplying the *omitted letters*:
1. I've made a time o' it.
 2. "I hope you're in a little better temper than you were this morning.
 3. There, you needn't begin to whistle.
 4. People don't come to bed to whistle.
 5. But it's like you."
 6. "I can't speak, that you don't try to insult me."
 7. "No, I won't let you rest."
 8. "You were not in a passion, wer'n't you?"
 9. "It's a pity you hav'n't something more to complain of."
 10. "If you'd some wives, you would I know."
 11. "I'm never without a needle and thread in my hand."
 12. "A poor woman isn't allowed to get a word in.
 13. There's one comfort, it can't last long.
 14. I'm worn to death with your temper, and shan't trouble you a great while."
 15. "I've no doubt of it."
 16. "You'll think of me then."
 17. "But I know what I'll do for the future."
 18. "You're not snoring?"
 19. "That's what you always say."
 20. He earns what'er he can.
144. Tell the case of nouns and pronouns in 143.

EXERCISE XXIV.

145. Rewrite these sentences *correcting* all errors:
1. This book is our's.
 2. Twas well managed.
 3. Yours' and ther's were lost.
 4. James cant come.
 5. Youre safe.
 6. Dont tease the cat.
 7. There isnt anything Ill not do.
 8. John shant hurt that boy.
 9. I think youve earned the money.
 10. Lets go to the picnic.
 11. Joe doesnt study arithmetic.
 12. Peters' horse ran away.
 13. He couldnt catch it.
 14. Hell lose it.
146. Give the *Syntax* of the *nouns* and *pronouns* in 145.

EXERCISE XXV.

147. Correct all errors:
1. Its of no use.
 2. The child lost it's toy.
 3. The farmer sold his' wheat at Mr. Jacksons mill.
 4. The young ladys' bright eyes grew dim.
 5. Thats' because weve discharged his brother.
 6. The citie's public buildings were burned.
 7. Its of no use.
 8. Weve injured it's leg.
 9. His uncles' farm is a mile from yours?
 10. These works are Cicero's, the most eloquent of men's.
 11. Ive no time to listen to either John or Joseph's lesson.
 12. How do you like Douglas' bill?
 13. A mothers tenderness and a fathers care are natures gifts for mans advantage.
 15. Johns brothers wifes sister died yesterday.
148. Give the *syntax* of the *nouns* and *prououns* in 147.

EXERCISE XXVI.

149. *Review Case and Case-forms.* Rewrite these sentences, *correcting all errors*, and give reason for the corrections:
1. Me and him can carry it.
 2. Robert and him were present.
 3. Her and James came to see John's sister.
 4. The two boys and us are going.
 5. The cars left my father and I standing on the platform.
 6. I and him go to the same school.
 7. The teacher taught her and I in the same class.
 8. Them' and their father remained to see us.
 9. Him and his' mother went on that train.
 10. He was truant, and me too.
 11. Who will answer James' question? Me.
 12. Did he choose him and I?
 13. Us boys went fishing.
 14. She asked Charlie and I to dinner.
 15. Cant you trust your brother and I?
 16. This is a secret between you and I.
 17. All went except he.
 18. I heard you and he talking.
 19. I do not think it is him.
 20. If I were her, Id teach.

EXERCISE XXVII.

150. *Correct all errors*, giving *reason* for the corrections, and give *Syntax* of nouns and pronouns:
1. What sounds have the vowels?
 2. Her and him will be their.
 3. Certain vituals was forbidden while the measles was prevalent.
 4. Everything valuable has its power.
 5. Did the senator offer any objections to that motion of ours?
 6. This hat is mine.
 7. The children lost themselves in the woods.
 8. The world has all it's eyes on Catos son.

9. The farm is John's'.
10. The army of the queen means to besiege us.
11. Is that horse of yours lame?
12. You sold your carriage; I broke mine.
13. He had no team; so he borrowed ours.
14. That horse of his'n kicked yours.

EXERCISE XXVIII.

151. Write in correct form, the following sentences:
1. Men of wisdom they are too often led into error.
 2. John what are you doing.
 3. James he broke the window.
 4. It was John him who struck James.
 5. We met Mr. Goodman him who paid the bill.
 6. Give it to Mr. Smith the merchant he from whom we bought it.
 7. It was Jane her who was sick.
 8. He thought it was them.
 9. John you may be excused.
 10. Can you excuse we girls?
 11. It is him or her who lost John's book.
 12. Brother I have need of it.
 13. O Diamond thou knowest not what mischief thou hast done.
152. Give case of *nouns* and *pronouns* in the sentences in 151.

ADJECTIVES.

153. An *adjective* is a word used to qualify a noun; as,
Sweet apples; tall trees.
Numeral adjectives express number; as,
One, two; first, second.
154. Many adjectives have a change of form to express the *degree* of the *quality* possessed by the object which they qualify; as,
A sweet apple; a sweeter apple; the sweetest apple.

155. This variation of the form of the adjective is called comparison.
156. The *simple* form of the adjective is the *positive* degree; as,
A sweet apple.
157. That form of the adjective which shows that the object possesses the quality or property in a *greater* or *less* degree compared with *one* other object, is the *comparative* degree; as,
A sweeter apple.
158. That form which shows that the object possesses the quality or property in the *highest* or *lowest* degree, compared with *all* other objects considered, is the *superlative* degree; as,
The sweetest apple.
159. The comparative degree implies a comparison between *two* objects; the superlative, between *more* than two.
160. Most adjectives of one syllable are compared by adding *er* or *r* to the positive degree to form the comparative degree, and *est* or *st* to the positive to form the superlative degree; as,
- | | | |
|--------|----------|-----------|
| sweet, | sweeter, | sweetest. |
| dry, | drier, | driest. |
- Many adjectives of *two* syllables are compared in the same way; as,
- | | | |
|---------|-----------|------------|
| guilty, | guilter, | guiltiest. |
| able, | abler, | ablest. |
| pretty, | prettier, | prettiest. |
| happy, | happier, | happiest. |
161. The comparative and superlative degrees of most adjectives of two or more syllables that are compared, are formed by prefixing *more* and *most*, or *less* and *least*; as,

beautiful, more beautiful, most beautiful.
 beautiful, less beautiful, least beautiful.

EXERCISE XXIX.

162. Write sentences containing the following adjectives in the *positive*, *comparative*, and *superlative* degrees:

eloquent,	industrious,	small,	brave.
noble,	angry,	handsome,	gentle.
bright,	diligent,	careless,	thoughtful.
early,	useful,	curious,	fertile.

EXERCISE XXX.

163. Learn the following comparisons:

<i>Pos.</i>	<i>Com.</i>	<i>Sup.</i>	<i>Pos.</i>	<i>Com.</i>	<i>Sup.</i>
good,	better,	best.	little,	less,	least.
bad, } ill, }	worse,	worst.	much, } many, }	more,	most.
fore,	former,	{ foremost. first,	near,	nearer,	{ nearest, next.
hind,	hinder,	hindmost.	far,	farther,	farthest.
late,	later,	{ latest. latter.	old,	{ older, elder,	oldest. eldest.

EXERCISE XXXI.

164. Write sentences containing the words in 163.
165. Some adjectives are not compared; as,
 ten, square, level, perpendicular, equal, dead, weekly,
 english, perfect, &c.
166. Some adjectives whose meaning does not admit of comparison, are often compared for emphasis; as,
 most perfect, supremest, most universal, &c.
167. As a rule, do not compare adjectives whose meaning does not admit of comparison; as,
 This is the most principal street. (omit most.)

168. In comparing *two* objects, use the *comparative* degree; as,
He is the *older* of the two boys.
169. Do not use *double* comparatives or double superlatives; as,
I have not seen a *more handsomer* young man.
170. Place adjectives before the nouns which they are to modify; as,
A pair of new boots; not a new pair of boots.
171. *This* and *that* have the plural forms *these* and *those*; as,
this boy, these boys; that house, those houses.
172. *This* and *these* relate to the nearer of two objects, and *that* and *those* to the objects farther off.
173. Some adjectives take the place of the noun which they would modify, were the noun expressed.
Such adjectives are called *pronominal* adjectives.
They are such as
- | | | | | | |
|----------|-------|--------|---------|----------|---------|
| this, | that, | these, | those, | former, | latter. |
| yonder, | some, | each, | either, | neither, | all. |
| many, | much, | none, | few, | little, | first. |
| several, | any, | one, | two, | another, | &c. |
174. *Them* should not be used for *these* or *those*.
175. An object should not be compared with itself; as,
Cincinnati is larger than any city in Ohio. (any other city.)
176. Where an adjective denoting one or more than one, is used with a noun, the noun should agree in number with the adjective; as,
(a) He bought eight loads (not *load*) of wood.
(b) I like this or that kind of apples (not *these* or *those* kind.)

- (c) The train ran at the rate of thirty miles (not *mile*) an hour.
177. When two or more nouns describe one object, the article is used before the *first* only; as,
I met James Mills, the druggist and physician.
178. The article *a* is used before words beginning with a consonant sound. *An* is used before words beginning with a vowel sound.
179. Before each of several nouns, that form of the article should be used which agrees with the noun; as,
A horse, an ax, and a cow.
180. The articles (a, an, or the) should be repeated before connected nouns that are to be distinguished from each other; as,
Neither the boy nor the man can go to the store.
181. The article is not repeated with adjectives used to describe the same words; as,
He is a tall and handsome man.
182. When connected adjectives are used, the shortest and simplest should be placed first; as,
The room was large and comfortable.
183. *Either* and *neither* are used in relation to *two* objects only; as,
Either of the two boys may go.
184. When more than two objects are referred to, *any* and *none*, or *any one* and *no one* should be used; as,
(a) Any (any one) of the three boys may go.
(b) None (or no one) of the three boys can go.
185. The adjective *whole* should not be used for *all*, nor *all* for *whole*; as,

“Does not *all* proceed from the law, which regulates the *whole* departments of the State?”

186. The word *less* should not be used for the word *fewer*; as,
No less than ten distinguished men engaged in the debate.
Fewer suggests number, while *less* suggests quantity.
187. Suitable adjectives should be used, and they should be so placed that their position will show what they are intended to modify; as,
(a) It was a tremendous rain. (tremendous is not a suitable adjective.)
(b) A fresh barrel of fish. (A barrel of fresh fish.)
188. Place connected adjectives where they will sound the best; as,
The animal showed two grey fiery little eyes.
(The order is not the best.)
189. The article is not repeated when the same noun is compared in two different capacities; as,
He was a better speaker than writer.
190. An adjective used with a verb to complete the predicate of a sentence relates to the subject and is called the attribute complement; as,
(a) The apple is sweet.
(b) The hall is wide.
191. When such words as *first* and *last* are used with numerals, they should be placed before the numerals; as,
The first three boys may go.
The last five boys may remain.
192. Adjectives may be used as nouns; as,
(a) Love the beautiful, the true, and the good.
(b) He was in the thickest of the fight.
(c) Give to the poor.

193. Write sentences containing the *pronominal* adjectives in 173.

EXERCISE XXXII.

194. Rewrite the following sentences, *correct* all *errors*, give *reasons* for the corrections, and tell what the adjectives modify:
1. I bought three ton of hay
 2. How do you like these kind of desks?
 3. He dropped ten thousand fathom deep.
 4. James he is the older of my two brothers.
 5. This plan is more preferable.
 6. Our school-room is the most pleasantest room in the building.
 7. That ball is the best of the two.
 8. Them apples are the most sweetest apples I ever saw.
 9. Those sort of people will always be moving.
 10. This room is thirty foot square.
 11. It takes fifty pound of coffee to pay for ten barrel of apples.
 12. This opinion of the study of grammar is becoming more universal.
 13. Take them tongs and put this ere coal into the stove.
 14. This is the largest of the two gardens.
 15. These stones are more squarer than them ones.
 16. This is the most perfect specimen I have found.
 17. Choose the least of the two evils.
 18. He is much more braver than John.
 19. The younger of them five boys is the taller.
 20. This is a reasonabler proposition than the other.

EXERCISE XXXIII.

295. Rewrite the following sentences as in 194:
1. Which of these apples is the sweeter?
 2. London has a greater population than any city in England.
 3. There is no metal as valuable as gold.
 4. He was the smartest or all his classmates.

5. A Brown and Malta cultivator were in use there.
6. He traveled over the Northern and the Southern Hemisphere.
7. He had a Harvey's and Brown's Grammar.
8. Read the fourth and fifth sections.
9. Profane swearing is the least excusable of all other vices.
10. There is some difference between the deed and doer.
11. Write a sentence containing a noun and adjective.
12. A boiled dish of cabbage was set before the guest.
13. He was driving a team of black spirited horses.
14. The man only killed two squirrels.
15. The court house is larger than any building in Zanesville.
16. This is the most gorgeous peach I ever tasted.
17. He paid a frightful price for his cow.
18. He threw a prodigious snow-ball through the window.
19. He sent a dried box of apples to Mr. Gills.
20. I have a contemptible opinion of him.

EXERCISE XXXIV.

196. *Rewrite* the following sentences as in 194:

1. That ere hat is new.
2. He is a great and a good man.
3. Cromwell was styled a protector.
4. That man would make a better lawyer than a minister.
5. The two numbers are the singular and plural.
6. She spoke of patrick henry the patriot and the orator.
7. He stood near a open window.
8. Most all pupils want a holiday.
9. Correct the five first sentences.
10. Them horses are our'n.
11. He is an old respectable man.
12. Her dress was of a brown light tint.
13. Them molasses is powerful good.
14. Eve was more fairer than any woman.
15. He was the tallest of all his boys.
16. Milton is more sublime than any of the poets.

17. This is the largest room of any in the building.
18. She has bought a new pair of gloves.
19. The bible is more precious than any book.
20. Such principles are so universal that every one knows them.

EXERCISE XXXV.

197. *Review verbs*, page 15, and classify the *verbs*, and give the *case* of the nouns and pronouns in these sentences.
1. The sun melts the snow.
 2. The snow is very deep.
 3. Did you ask a question?
 4. We gathered wild flowers.
 5. The building fell.
 6. The locomotive went over the embankment.
 7. The newspaper is a power in the land.
 8. He became the leader of the party.
 9. The men were fighting for their homes.
198. Write *five* sentences under each *class* of *verbs*.

MODES OF VERB.

199. Verbs undergo changes of form to express certain changes of meaning or application.
200. A change to show a difference in the *manner* of the assertion is called the *mode* of the verb.
201. Verbs which assert something as a *fact* are in the *indicative* mode; as,
I walk. John threw the ball.
202. Verbs which assert *possibility*, *necessity*, *duty*, *ability* or *obligation* are in the *potential* mode; as,
He can walk. He must walk.
He might walk. He could walk.

203. *May, can, must, might, could, would* and *should* are words used to form the potential mode.
204. Verbs used to express a *command* are in the *imperative* mode; as,
John, come to me.
205. Verbs used to make a *doubtful* or *conditional* assertion are in the *subjunctive* mode; as,
If he were here, he would pay the bill.
206. Four modes are given: *Indicative, Potential, Imperative and Subjunctive.*

TENSE OF VERBS.

207. A verb may show the *time* of an action or event. Such a modification is called the *tense* of the verb.
208. A verb which represents something as occurring at the *present* time is in the *present* tense; as,
I walk now.
209. A verb which represents something as having occurred in the *past* is in the *past* tense; as,
He sold his farm yesterday.
210. A verb which represents that something will occur in the *future* is in the *future* tense; as,
He will go to Columbus to-morrow.
211. A verb which represents that some action has been completed at the *present* time is in the *present perfect* tense; as,
He has recited.
212. A verb which represents something as having been completed in the *past*, at or before some *other* past occurrence, is in the *past perfect* tense; as,
John had gone before his father returned.

213. A verb which represents that something will occur in the *future* before some *other definite* future time, is in the *future perfect* tense; as,
I shall have written the letter before noon.
214. There are six tenses: 1st, Present, Past and Future; 2nd, Present Perfect, Past Perfect and Future Perfect.
215. Verbs have the person and number of their subjects.

FORMS OF VERBS.

216. Transitive Verbs have *two* forms; 1st, the *active* form, which represents the subject of the verb as acting; as,
John broke the window.
- 2nd, the *Passive* form which represents the subject of the verb as receiving the act; as,
The window was broken by John.

PARTICIPLES.

217. There are three classes of words derived from verbs that are usually classed with verbs. They are the *participle*, the *infinitive*, and the *verbal noun*. They are more properly classed as *verbals*—verbal adjectives and verbal nouns.
218. Participles are known as the simple and the compound; as, Walking (simple); having walked (compound).
219. Participles are also classified as present and the past. The *present* participle is formed by suffixing *ing* to the verb; as,
Walk, walking; speak, speaking.
220. The *past* participle is usually formed by supplying *ed* to the verb; as,
Walk, walked; honor, honored.

221. Verbs whose past participle is formed as stated in 220, are called *regular* verbs.
222. Other verbs form their past participles irregularly. They are called *irregular* verbs; as, Write, written; tell, told.

PRINCIPAL PARTS OF VERBS.

223. The *principal parts* of a verb are the *present tense* form of the indicative mode, the *past tense* form of the indicative mode, and the *past participle*; as, Write, wrote, written; walk, walked, walked.

FORMATION OF THE TENSES.

224. The tenses of the indicative mode are formed as follows:
 Present—simple form of the verb.
 Past—add *a* or *ed* to simple form of the regular verb.
 Future—prefix *shall* or *will* to the simple form.
 Present Perfect—prefix *have*, *hast*, or *has* to past participle.
 Past Perfect—prefix *had* or *hadst* to the past participle.
 Future Perfect—prefix *shall have*, or *will have* to the past participle.
225. To form the tenses of the potential mode, observe the following:
 Present—prefix *may*, *can*, or *must* to simple form.
 Past—prefix *might*, *could*, *would* or *should* to simple form.
 Present Perfect—prefix *may*, *can*, or *must have* to past participle.
 Past Perfect—prefix *might*, *could*, *would*, or *should have* to past participle.
226. There are no future tenses in the potential mode.
227. The imperative mode has but one tense, the *present*.

228. Such words as *has, have, shall, may, &c.*, are called *auxiliary* verbs; they help in the conjugation of other verbs.

EXERCISE XXXVI.

229. Give the *syntax* of the *nouns* and *pronouns* in the following sentences, and give the *principal parts*, the *class, mode, tense, person*, and *number* of the *verbs*:
1. The horse has broken the wagon.
 2. He has ruined it.
 3. The dog followed us.
 4. The men crossed the bridge.
 5. The plague visited the people.
 6. They wave the banner in the air.
 7. The evenings are cool.
 8. Solomon was a wise man.
 9. Diligent pupils learn.
 10. She loved her mother.
 11. The farmer had planted his corn.
 12. He will come to school to-morrow.

EXERCISE XXXVII.

230. Treat these sentences as *directed* in 229.
1. All men revered George Washington.
 2. The lightning had struck that tree.
 3. We must govern our passions.
 4. The soldiers may have fought bravely.
 5. Summer rain falls softly.
 6. Always speak the truth.
 7. The old oaken bucket hangs in the well.
 8. They could have obtained the governor's approbation.
 9. He must have gone to the Duke's house.
 10. I have not forgotten those singular men.
 11. He will certainly resign.
 12. They gathered round him on the fresh, green bank.
 13. The sun rose up in heaven.
 14. The people bowed their heads upon their hands.

15. The troops could have gained the pass.
 16. Disappointments sink the heart of man.

CONJUGATION.

231. The conjugation of a verb is the regular arrangement of its different forms, modes, tenses, persons, and numbers.
232. The following is the form of conjugation of all regular verbs:

ACTIVE FORM.

PRINCIPAL PARTS.

Present—love. *Past*—loved. *Past Participle*—loved.

INDICATIVE MODE.

PRESENT TENSE.

Sing.

Plu.

PAST TENSE.

Sing.

Plu.

- | | | | |
|-----------------|------------|---------------|-------------|
| 1. I love. | We love. | I loved. | We loved. |
| 2. Thou lovest. | You love. | Thou lovedst. | You loved. |
| 3. He loves. | They love. | He loved. | They loved. |

FUTURE TENSE.

Sing.

Plu.

- | | |
|-----------------------------|--------------------------|
| 1. I shall or will love. | We shall or will love. |
| 2. Thou shalt or wilt love. | You shall or will love. |
| 3. He shall or will love. | They shall or will love. |

PRESENT PERFECT TENSE.

Singr.

Plu.

- | | |
|---------------------|------------------|
| 1. I have loved. | We have loved. |
| 2. Thou hast loved. | You have loved. |
| 3. He has loved. | They have loved. |

PAST PERFECT TENSE.

Sing.

Plu.

- | | |
|----------------------|-----------------|
| 1. I had loved. | We had loved. |
| 2. Thou hadst loved. | You had loved. |
| 3. He had loved. | They had loved. |

FUTURE PERFECT TENSE.

Sing.

Plu.

- | | |
|-----------------------------------|--------------------------------|
| 1. I shall or will have loved. | We shall or will have loved. |
| 2. Thou shalt or wilt have loved. | You shall or will have loved. |
| 3. He shall or will have loved. | They shall or will have loved. |

POTENTIAL MODE.

PRESENT TENSE.

<i>Sing.</i>	<i>Plu.</i>
1. I may love.	We may love.
2. Thou mayst love.	You may love.
3. He may love.	They may love.

PAST TENSE.

<i>Sing.</i>	<i>Plu.</i>
1. I might love.	We might love.
2. Thou mightst love.	You might love.
3. He might love.	They might love.

PRESENT PERFECT TENSE.

<i>Sing.</i>	<i>Plu.</i>
1. I may have loved.	We may have loved.
2. Thou mayst have loved.	You may have loved.
3. He may have loved.	They may have loved.

PAST PERFECT TENSE.

<i>Sing.</i>	<i>Plu.</i>
1. I might have loved.	We might have loved.
2. Thou mightst have loved.	You might have loved.
3. He might have loved.	They might have loved.

IMPERATIVE MODE.

PRESENT TENSE.

Love (you, thou, ye.)

PASSIVE FORM.

233. The following is the conjugation of the verb to be, and with it the conjugation of the verb love in the passive form.

INDICATIVE MODE.

PRESENT TENSE.

<i>Sing.</i>		<i>Plu.</i>
1. I am	} loved.	We are
2. Thou art		You are.
3. He is		They are.

PAST TENSE.

<i>Sing.</i>		<i>Plu.</i>
1. I was	} loved.	We were
2. Thou wast		You were
3. He was.		They were

FUTURE TENSE.

<i>Sing.</i>		<i>Plu.</i>
1. I shall or will be	} loved.	We shall or will be
2. Thou shalt or will be		You shall or will be
3. He shall or will be		They shall or will be

PRESENT PERFECT TENSE.

<i>Sing.</i>		<i>Plu.</i>
1. I have been	} loved.	We have been
2. Thou hast been		You have been
3. He has been		They have been

PAST PERFECT TENSE.

<i>Sing.</i>		<i>Plu.</i>
1. I had been	} loved.	We had been
2. Thou hadst been		You had been
3. He had been		They had been

FUTURE PERFECT TENSE.

<i>Sing.</i>		<i>Plu.</i>
1. I shall or will be	} loved.	We shall or will be
2. Thou shalt or wilt be		You shall or will be
3. He shall or will be		They shall or will be

POTENTIAL MODE.

PRESENT TENSE.

<i>Sing.</i>		<i>Plu.</i>
1. I may or can be	} loved.	We may or can be
2. Thou mayst or canst be		You may or can be
3. He may or can be		They may or can be

PAST TENSE.

<i>Sing.</i>		<i>Plu.</i>
1. I might, could, &c., be	} loved.	We might, &c., be
2. Thou mightst, &c., be		You might, &c., be
3. He might, &c., be		They might, &c., be

PRESENT PERFECT TENSE.

<i>Sing.</i>		<i>Plu.</i>
1. I may, &c.; have been	} loved.	We may, &c., have been
2. Thou mayst, &c., have been		You may, &c., have been
3. He may, &c., have been		They may, &c., have been

PAST PERFECT TENSE.

<i>Sing.</i>		<i>Plu.</i>
1. I might, &c., have been	} loved.	We might, &c., have been
2. Thou mightst, &c., have been		You might, &c., have been
3. He might, &c., have been		They might, &c., have been

IMPERATIVE MODE.

PRESENT TENSE.

Be you, thou, ye loved.

SYNOPSIS.

234. The *synopsis* of a verb is the arrangement of its modes and tenses in a singular number; as,

Indicative Mode.

Present Tense, I see; Present Perfect, I have seen.

Past Tense, I saw; Past Perfect, I had seen.

Future Tense, I shall see; Future Perfect, I shall have seen.

EXERCISE XXXVIII.

235. Write full synopsis of the verb *see* in potential mode active form, and in the passive form, indicative and potential modes.

EXERCISE XXXIX.

236. Learn the *principal parts* of these verbs: bite, bring, build, buy, choose, come, dream and drink,

237. Write sentences using the *principal parts* of the *verbs* in 236.

EXERCISE XL.

238. Write the *synopsis* of the *verbs* in 236.

EXERCISE XLI.

239. Learn the *principal parts* of the following verbs, and use them in sentences as in 237: break, burn, cling, creep, cost, dig, drive, eat and fall.
240. Write a *synopsis* of the *verbs* in 239.

AGREEMENT OF THE VERB.

241. A verb must agree with its subject in *person* and *number*. It is generally singular when its subject is singular, and plural when its subject is plural.
242. A verb is singular when its subject, though plural in form, represents a single idea; as,
 (a) Mathematics is a hard study.
 (b) "The 'Pleasures of Hope' is a splendid poem."
243. A verb is *plural* if it has two or more subjects connected by *and*; as,
 John and James are present.
244. If the connected subjects are only different names for the same individual, or represent a single idea, the verb is *singular*; as,
 (a) The poet and scholar is dead.
 (b) "A hue and cry was raised."
245. If singular subjects are emphatically distinguished, the verb is *singular*; as,
 "Ambition, and not the safety of the State, was concerned."

246. If the subjects are of different numbers, and emphatically distinguished, the verb agrees with the *first*; as,
The horses, as well as the driver, were killed.
247. If *each*, *every*, or *no*, precedes the subject, the verb is *singular*; as,
Every leaf and every flower has its time to fade.
248. If one of the subjects is taken affirmatively and the other negatively, the verb agrees with the *affirmative* subject; as,
His brothers, and not John, were guilty.
249. A verb is *singular* if it has two or more singular subjects connected by *or* or *nor*; as,
James or John is coming.
250. If the subjects are of different persons or numbers, the verb agrees with the *nearest* subject; as,
Either the merchant or his clerks were absent.
251. If the subject is a phrase or a clause, the verb is *singular*.

EXERCISE XLII.

252. Give the *syntax** of the *verbs* in the following sentences:
1. Words may be parsed.
 2. The vivid lightning flashed.
 3. You do not know your lesson.
 4. Gently blows the evening breeze.
 5. Tall pines are rustling.
 6. The Indians fled, and left their mules behind them.
 7. The fire has been renewed.
 8. Thou hast a heart of adamant.
 9. In all her movements are grace and dignity.

*Mode, tense, person, number, and agreement with subject.

10. Each strove to recover his position.
11. Either George or James has left his hat.
12. Two and four are six.
13. Have the horses been fed?
14. A silk dress, or a flowered bonnet, was then a great rarity.

EXERCISE XLIII.

253. Give the *syntax* of the *verbs* in the following sentences:
1. "Not a loud voice, but strong proofs bring conviction.
 2. "Veracity, as well as justice, is to be our rule of life.
 3. "And every sense, and every heart, is joy."
 4. "No rank, no honor, no condition in life, makes the guilty mind happy."
 5. The proper composition and structure of sentences are of the highest importance.
 6. Wisdom, and not wealth, procures esteem.
 7. "Their religion, as well as their custom and manners, was strangely misrepresented.
 8. Each day and each hour, brings its portion of duty.
 9. Neither he nor I am concerned.
 10. Is either the subject or the predicate modified?
 11. Neither Charles nor his brother was able to pay the price.
 12. Neither you nor he had seen the place.
 13. The men have spoken.
 14. There he lies.

EXERCISE XLIV.

254. Give the *syntax* of *nouns*, *pronouns*, and *verbs*:
1. Every book and every paper was taken from its place.
 2. Clouds and winds were his only visitors.
 3. Neither his vote nor his influence was withheld from the cause in which he engaged.
 4. Sarah and her brother lost the pictures.
 5. Bread and milk is excellent for children.

6. The great statesman and soldier is dead.
7. The captain, and not the major, commanded troops.
8. The rain, as well as the wind, did great damage.
9. Neither of the parties is able to pay the note.
10. The cause of these troubles is not known.
11. The condition of the crops shows that the season has been favorable.
12. It is an ill wind that blows nobody good.
13. Our characters, and not our wealth, make us what we are.
14. Not you, but Mary is the best scholar.
15. The committee meets on Tuesday.
16. A herd of cattle was grazing on the plains.
17. Campbell's "Pleasures of Hope," were sold for fifty cents.
18. His bitter speech and unkind acts had inflicted deep wounds.
19. Thrones and powers before him fall.
20. The rich and the poor have access alike to this fountain of peace.

EXERCISE XLV.

255. *Rewrite* the following sentences, correcting *all errors* and give *reasons* for the corrections:
1. His pulse is beating too fast.
 2. I called but you were not in.
 3. Neither one own a horse
 4. Every tree and every tall steeple were blown down.
 5. There seems to be horses and cows on that field.
 6. Neither history nor tradition furnish such information.
 7. Every body in all the rooms are requested to take their books home.
 8. Generation after generation pass away.
 9. Enough money and time has already been wasted.
 10. Such accomodations as these was provided.
 11. The fleet were seen sailing up the channel.
 12. Peace has at last come, and with it has come many changes.
 13. No wife, no mother, and no child, were there to comfort him.

14. All the world is spectators of your conduct.
256. Do not use the past participle *without an auxiliary verb*; as,
He done the work. (*has done.*)
257. Do not use the past tense *with an auxiliary verb*; as,
The man has came. (*come.*)

EXERCISE XLVI.

258. Learn the *principle part* of these verbs: begin, arise, speak, do, see, learn, drive.
259. *Correct all errors, giving reasons for corrections:*
1. He become our teacher last September.
 2. The work was began in August.
 3. The horse has broke the wagon.
 4. We choosed him for the first place.
 5. He has came and done the work properly.
 6. The girls have arose early this morning.
 7. Is the man's leg broke?
 8. He begun to speak at the court house.
 9. John has chose the best seat in the room.
 10. The guests has just arose from the dinner table.
 11. One of the windows has been broke.
 12. The boys must have did their work well.
 13. He has became the editor of that paper.
 14. He done the work hisself.
 15. James, you have broke your promise.

EXERCISE XLVII.

260. *Correct all errors as in 259:*
1. The class have wrote all the exercises.
 2. We have saw them come and went.
 3. They must have learnt something by this time.
 4. The snake has bit the colt.
 5. That old horse drunk all the water in the bucket.
 6. The agreement between them was broke to-day.

7. The cat creeped up softly and has drank the milk.
8. The man could have drove them through the field.
9. All the fruit have been eat by the hogs.
10. The building has fell, and all burned up.
11. The message was wrote some time ago.
12. I seen the horses when they was drove by the house.
13. He was choose their leader before they come to town.
14. The cattle has eat the hay.
15. The ditch was digged very deep.

EXERCISE XLVIII.

261. Learn the *principal parts* of these verbs, and use them in sentences: draw, forsake, get, freeze.
262. *Correct all errors* as in 259:
1. John has drew the prize.
 2. The horse drunk at the stream this morning.
 3. He has drove hack for two years.
 4. We have ate our dinners since we come.
 5. The child has fell off the fence and broke its arm.
 6. He forsake them, although they had did much for him.
 7. Git out of the way there.
 8. Them apples has been froze.
 9. The man has drank three cups-full.
 10. The poor old lady was forsook by every one.
 11. That fruit was ate last night.
 12. The milk I drunk there was good.
 13. Them horses drewed two ton of coal.
 14. He had his ear froze.
 15. Have the men drew their wages.

EXERCISE XLIX.

263. Learn the *principal parts* of the following *verbs*, and write sentences containing their principal parts: give, grow, go, fly, hear, know, fling.

264. Correct errors as in 259:
1. He flinged it down.
 2. The man who give his farm to his sons, has went to town to live.
 3. I hearn them say that he gave out too much string when he flyed his kite.
 4. It was so dry that the corn growed but little.
 5. I knowed that it was not true that he had drew that picture.
 6. The money was gave to that old lady.
 7. They all knowed that I had went to school.
 8. He growed to be a rich man.
 9. They have did very much for the poor.
 10. When he become old, he was forsook by all who had got help from him in his young days.
 11. The boys have all went to the other school.
 12. I have knew him to give two dollars at one time.
 13. Them boys said they done more work than these here boys.
 14. Each one of the vowels represent several sounds.
 15. He might have eat all I had give him.

EXERCISE L.

265. Learn the *principle parts* of these *verbs* and use them in sentences as in 263: learn, leave, lend, light, load, lose, mean, past, pay, plead.
266. *Treat these verbs as in 265*: ride, run, say, shake, see, shear, shine.

EXERCISE LI.

267. *Correct all errors as in previous exercises*:
1. Us boys run all the way to school.
 2. I seen the horse that drawed that load.
 3. Them boys has shook all the apples off.
 4. The light shined right in my face.
 5. I have saw more than twenty deers there.
 6. They all run to the corner of the lot.
 7. I think he meanted to do what was right.

8. Nothing but expense and trouble have come out of that business.
9. My cause and theirs is one.
10. He, and not I, am the cause of the trouble.
11. He losed his knife.
12. I might have went if the boy had saw the hack driver.
13. The tree had fell and it's branches were broke.
14. You have chose the best one.
15. I knowed he seen it.

EXERCISE LII.

268. *Treat these verbs as in previous exercises:* raise, rise, show, sing, sit, slay, sink, smite, sow, set.
269. *Correct errors as in previous exercises:*
1. I knowed the river would raise.
 2. Has he showed you them pictures, which I had spoke to you about?
 3. After the chorus had sang three times, they all set down.
 4. He slayed his only child, and then run away.
 5. He was smote three times with palsy.
 6. The wheat was sowed last week.
 7. Sit the box on the table.
 8. The school sung at the concert.
 9. Your dress sets well.
 10. The mountains raise high above us.
 11. The old white hen has been setting two days.
 12. He sat the bucket down on the ground.
 13. Please set down, and do not raise up again.
 14. The price of wheat has rose to 90 cents a bushel.
 15. I have set with him all night.

EXERCISE LIII.

270. *Treat these verbs as in previous exercises:* spell, split, spoil, spring, stand, stay, stole, swear, sweep, swell, swim.
271. *Treat these verbs as in previous exercises:* swing, take, tear, teach, throw, tread, wake, wear, weep, write.

EXERCISE LIV.

272. *Correct all errors, giving reasons for corrections:*
1. The boys threwed stones at the birds.
 2. She teached us grammar.
 3. The horse was stole from the field.
 4. He found that his book had been tore.
 5. The letter could have been wrote sooner, had I been spoke to sooner about it.
 6. That suit had been wore out long before I seen him.
 7. Neither he nor you was mentioned.
 8. The horses they run down the hill.
 9. I think it was her who said she knowed them kind of pears werent no good.
 10. He says he never done no work for you.
 11. He spiled his book and stayed in for it.
 12. I never seen a more happier man.
 13. He tread on my toes and I throwed a stone at him.
 14. When I waked up this morning I found that the ground was froze real hard.
 15. My book has been took from my desk.

EXERCISE LV.

273. *Treat these verbs as in previous Exercises:—lie, lay, blow, beat, loose, lose, flow, fly, flee, fall, fell.*
274. *Correct all errors, giving reasons for the corrections:*
1. He run into the room and laid down.
 2. When I see he had fell, I run to him.
 3. The thief who had stole them bonds, flew to the country to escape.
 4. A very large vessel lays at anchor near the shore.
 5. The poor girl had laid sick for four weeks.
 6. They loosed their horses on the commons.
 7. They lost their horses on the commons.
 8. He felled over a stump and loosed his hat.
 9. I am setting by the window and my brother is laying on the lounge.
 10. The picked nine has beat at last.

11. When they had blew out the lights, they creeped out quietly.
12. They was completely beat in the game they played yesterday.
13. They were all laying on the grass when the wind raised and blowed so hard that they had to git up and fly to the barn for refuge.
14. That horse has laid their a long time.
15. The sun raises in the East and sits in the West.

SHALL AND WILL.

275. Use *shall* with the first person to express simple *futurity*, or a *promise*; as,
- (a) I shall do the work; that is, I intend to do it.
 - (b) I shall give you the book; that is I promise to give you the book.
276. Use *shall* with the second and the third persons to express a *promise*, a *threat*, or a *command*; as,
- (a) You (he) shall *receive* the book. (promise.)
 - (b) You (he) shall be *punished*. (threat.)
 - (c) You (he) *shall* do the work. (command.)
277. Use *will* with the first person to express *determination*; as,
I *will* do that work; that is, I am determined to do it.
278. Use *will* with the second and third persons to express *simple futurity*; as,
You (or he) will do the work.

EXERCISE LVI.

279. Use the following verbs in sentences illustrating the different uses of *shall* and *will*: study, choose, know, recite, fight, advance, explore, occupy.

EXERCISE LVII.

280. Tell what is expressed by the use of the *future tense* in *each* of the following sentences:
1. I shall go to Columbus to-morrow.
 2. You shall attend school to-day.
 3. They will arrive in New York Monday.
 4. The boys will help to move the organ.
 5. The boys shall help to move the organ.
 6. Pupils will prepare this exercise with care.
 7. We will go to Cincinnati Saturday.
 8. You will be satisfied with the result.
 9. We shall visit the exposition while we are absent.
 10. You shall have a holiday next week.
 11. You shall not go there to-day.
 12. They shall forfeit all their rights to the ground.
 13. I shall assist you whenever I can.
 14. I will not obey him.
 15. They will find but little comfort in that.

EXERCISE LVIII.

281. *Correct all errors giving reasons for corrections:*
1. Is it him? No, it is me.
 2. Many words they darken speech.
 3. The carpenter approving the plan, he immediate adopted it.
 4. There is millions of people in China.
 5. There's ten of them in that choir.
 6. Was you satisfied with the verdict?
 7. Circumstances alters cases.
 8. The commander, with all the troops, were captured.
 9. The scarcety of supplies cause him to halt.
 10. I do not like to hear expressions of these kind.
 11. He dare not touch a hair of Catiline.
 12. Which of them horses is yours.
 13. James was the larger of them all.
 14. A lion is sometimes called a king of beasts.
 15. We are surprised at these news you have brought.
 16. I like the taste of those molasses.
 17. I sent him an Appleton's and a Harper's Reader, and he gave it to my brother.

18. The presidents hopes was blasted.
19. These desks are ourn and them is yourn.
20. Mr. Smith stopped at Jones's and Abbott's feundry, and bought a stove.

EXERCISE LIX.

282. Correct all errors as in last Exercise:
1. That boy there he is very sick.
 2. In the fifth century the franks a people of germ-any inhabited parts of france.
 3. A kings son seemed a young man.
 4. The influence of such associations as these are healthful.
 5. The hopes of this entire country was centered on one man.
 6. Every bird in the cage are alike.
 7. o what jolly sport. see he does not move.
 8. Can you give another reason jane?
 9. Frank you may tell me why it is there
 10. Miss Stanley our new teacher will be here soon.
 11. Charles bring me Lizzies' History the book lying on the table.
 12. I think I will return to lancaster monday.
 13. Her and her father drove into town.
 14. Of what number are each of the following nouns?
 15. That teacher will never learn him to write.
 16. There aint any use of doing that work.
 17. I have got to the river and find the water froze.
 18. He caught cold setting by the open window.
 19. They have lain the body on the table.
 20. Neither you nor John are in fault.

EXERCISE LX.

283. *Correct the errors and give the syntax of nouns, pronouns, and verbs:*
1. Each of these desks were broken yesterday.
 2. I hope you shall not forget the time.
 3. The past has now began to renew its quaint existence.

4. Here come my old friend and companion.
5. Homer had the greatest invention of any writer.
6. The nation has been ruined by the profligacy of its nobles.
7. The wise ministers and brave warriors share his success.
8. Miss Goldsmith was a student in vassar college in her sixteenth year.
9. The scots entered the castle at the break of day.
10. Virture alone is happiness below.
11. The egyptian style of architecture was the mother of the Greek.
12. The number of our days are with thee.
13. Greece indeed has fell.
14. Did she fell like lucifer, never to rise again?
15. The throne which we honor is the People's choice.
16. Accept my dear young friend this expression of my regard.
17. Much stress was lain upon delivery by demosthenes the greatest of Ancient orators.
18. The canterberry tales chaucers chief work suggested to longfellow the plan of the tales of a way-side inn.
19. Virgil the chief poet among the romans' was fond of rural life.
20. The poor and the rich has one common father.
21. A fierce spirit of rivalry had took possesion of him.
22. Then down in peace and innocence he laid.
23. Long years has elapsed since I gazed on the scene.
24. Oh! wonderful stream is the river of time!
25. A soldier of the Legion laid dying in Algiers.
26. What a world of merriment their melody foretells!
27. I had just took my seat in the cars at the columbus depot.
28. You have mistook your man this time.
29. No one knowed what had became of him.
30. He had laid up quite a snug little sum of money.

ADVERBS.

284. Adverbs modify the meaning of verbs, adjectives, and other adverbs.
285. The *simple* adverb modifies the verb, adjective, or adverb directly; as,
The pupil worked the example correctly.
286. An *interrogative* adverb introduces a question; as,
Where did he go?
287. A *conjunctive* adverb introduces an adverbial clause and connects it to some word which the clause modifies; as,
I came when I heard you call me.
288. Words like *not*, *indeed*, *certainly*, and *perhaps*, modify the meaning of the entire sentence, and are called *modal* adverbs; as,
Perhaps I may go.
289. Many adverbs are compared regularly as adjectives are; as,
long, longer, longest; early, earlier, earliest; distinctly, more distinctly, most distinctly.
290. Some adverbs are compared irregularly; as,
much, more, most; well, better, best; little, less, least; ill, worse, worst; far, farther, farthest.
291. Adverbs should not be used for *adjectives*; as,
(a) My head feels badly (bad.)
(b) She looked calmly (calm.)
292. Adjectives should not be used for *adverbs*: as,
(a) The boy speaks plain (plainly.)
(b) They did the work very bad (badly.)

293. Two negative words should not be used so as to contradict each other; as,
- (a) He is'nt no scholar.
 - (b) He has'nt received a dollar, I don't believe.
294. Adverbs should be placed where there can be no uncertainty as to what they are intended to modify; as,
- (a) He tries loudly to shout.
 - (b) We only came four times.
295. The adverb *how*, should not be used before the word *that*, nor in its place; as,
- (a) They said how that they would sign the contract.
 - (b) They said how (that) they would sign the contract.

EXERCISE LXI.

296. Write five sentences under each class of adverbs (285-8.)
297. Write ten sentences containing adverbs in the comparative degree. Rewrite the sentences, changing the adverbs to the superlative degree.

EXERCISE LXII.

298. Classify the *adverbs* in the following sentences, and tell what each modifies.
1. Death always comes suddenly to those who are not prepared.
 2. The tempest roared very loudly.
 3. Horses should be driven carefully.
 4. The boy performed his task quite rapidly.
 5. He acted wisely.
 6. The wind blew frightful.
 7. Whom you ignorantly worship, him I declare unto you.
 8. She speaks so low that she is not heard distinctly.
 9. He was then at college studying dilligently.
 10. How old is that horse?

11. When will he return?
12. That merchant is certainly a very wealthy man.
13. He walked away rapidly.
14. You should deal honestly with all men.
15. Where did he live formerly?

EXERCISE LXIII.

299. *Correct all errors giving reason for the corrections:*

1. No one knows neither the cause nor the effects of such influences.
2. Such storms are of seldom occurrence.
3. They arrived at Chicago safely and sound.
4. Mr. Johnson the mans' brother said how he did not believe the report.
5. Nothing never can change my opinion of such performances.
6. He looks well, but he is very weakly.
7. The pupils do not pronounce their words distinct.
8. We sang while we were riding continually.
9. No one never told me the truth about it.
10. It is easier said than done.
11. Their hats were nearly trimmed alike.
12. The train only left the station an hour ago.
13. All the children were dressed very comfortable.
14. I have not had nothing to eat to-day.
15. The bird is hisn. I listened to it's song.

EXERCISE LXIV.

300. *Correct all errors:*

1. I feel very bad.
2. I don't want no man to instruct me.
3. He reads the paper before breakfast always.
4. When he feels so badly he will not see nobody.
5. I can not say whether he will go or no.
6. She sings so sweet.
7. He was exceeding careful not to give offense.
8. Few could act nobler than he did.
9. He could not enforce the truth no more stronger.
10. They were nearly hurt alike.

11. The other boys did not play fair.
12. It was an uncommon good harvest.
13. The rose smells sweetly.
14. She looked cold on him.
15. The little boys looked coldly standing there.

NOUNS AS ADVERBS.

301. Nouns used to express time, measure, or manner, are often used in the objective case with the value of adverbs; as,
- (a) The man returned yesterday.
 - (b) That child is six years old.
 - (c) The horse was trotting full speed.
 - (d) You must have it your own way.

EXERCISE LXV.

302. Give the construction of *all* the words in the following sentences:
1. He will send the boy home that way.
 2. They watched there all night.
 3. He came three times.
 4. It will be all the same a hundred years hence.
 5. The troops did not retreat one inch.
 6. I do not care a straw.
 7. There he lay dead.
 8. How beautiful is night!
 9. All men were created equal.
 10. All the air grew strangely sweet.
 11. The secretary stood alone.
 12. These lands are called fertile.

EXERCISE LXVI.

303. Correct all errors:
1. Either of the boys are willing to go.
 2. She looks gracefully in that dress.
 3. He was dressed in a manner suitable to his station.
 4. This situation is more preferable than that.
 5. Of the whole class, John is more studious.

6. The imperative is only used in the second person.
7. The sermon was awful long.
8. Here comes the soldiers.
9. A long list of names have been obtained.
10. Neither we nor any one else are able to find it.
11. The bell has rang.
12. Who has broke the window in that room?
13. Kings have toiled and poets wrote for fame.
14. In no case are pupils so apt to err as in the word only.
15. He never done well and perhaps never shall.
16. He raised up and throwed the package over the fence.
17. All the company have went home.
18. Neither he nor you was spoke to about it.
19. Such a collection of pleasing objects charm the eye.
20. Two month's time were enough for the review.

PREPOSITIONS.

304. A *preposition* is a connecting word, used to show the relation of a noun or a pronoun following it, to some other word; as,
 He stood behind the wall.
 Rem.—“behind” shows the relation of “wall” to “stood”.
305. The noun or pronoun following the preposition must be in the objective case. It is known as the object of the preposition; as,
 He threw the stone at *me*.
306. The preposition and its object constitute a phrase, which has the value of an adverb or an adjective; as,
 (a) John went *to town*. (Where?)
 (b) The dew of the morning (morning dew) has passed away.

EXERCISE LXVII.

307. Give the *use and object* of *each* preposition in the following sentences, and tell what the phrases modify.
1. They met each other on the road.
 2. I arrived in time.
 3. A gleam of blue lies on the water.
 4. He raised his eyes to the window at which I was standing.
 5. The history of the world is full of testimony to prove how much depends upon industry.
 6. A smile played on his lips, and in his voice was heard paternal sweetness.
 7. He heard the birds singing in the morning.
 8. The hills are covered with a carpet of green.
 9. I kept in advance of the skirmishers.
 10. The streets were strewn with muskets.
 11. The opponents of capital punishment in France have just been furnished with a weapon.
 12. Travelers can ascend, by a winding road, to Mt. Washington.
 13. The climate of Florida is favorable to invalids.
 14. When I look upon the tombs of the great, every emotion of envy dies within me.
 15. The father of Epic poetry is Homer, who has given to us, in the Iliad, the story of Troy divine.

EXERCISE LXVIII.

308. In the following sentences, change the *adverbs* into *adverbial phrases*.
1. He performed the task easily.
 2. The surveyor measured the land accurately.
 3. The army will encamp here to-night.
 4. When will the troops engage in battle?
 5. They are waiting patiently for the order to charge.
 6. Hitherto I have thought him an honest man.
 7. When you are asked a question, answer politely.
 8. Where will the people assemble?
 9. Handle this tool carefully.
 10. The man anxiously awaits the decision of the judge.

11. The present was kindly received.
12. Flowers were seen everywhere.
13. The children were neatly dressed.
14. We were going homeward at the time.
15. Now the grass is growing rapidly.

USE OF PREPOSITIONS.

309. The use of a preposition should not be omitted when one is needed; as,
(Of) what use is this book?
310. A preposition should not be used when one is not needed; as,
(a) In what state do you live *in*?
(b) Where is the book *at*?
(c) They left *for* to go home.
311. A preposition governing a series of objects should be used before the entire series, or be repeated before each term of the series; as,
(a) He is a man of ability, scholarship and experience.
(b) By attention to his work, by industry, and by good fortune, he succeeded.
312. Learn the meaning of prepositions, and exercise great care in their use.
313. *Between* and *betwixt* refer to two objects; *amid(st)* and *among(st)*, to more than two.
Beside means *by the side of*; *besides* means *in addition to*.
With denotes the instrument; it may denote accompaniment.
In is applied to an action taking place *within* a place; *into* denotes entrance.
From may be used after the adjective *different*; *to* and *that* are not so used.
But and *save*, in the sense of *except*, are prepositions.

EXERCISE LXIX.

314. Write sentences showing the correct use of the following *prepositions*, and *those mentioned in 313*: across, around, round, amid(st) at, to, in, by, of, up, upon, on.
315. Different prepositions may be used with the same word to express different relations, as shown by the following:
- (a) They arrived at the station in time for the train.
 - (b) He was angry with his brother at his conduct.
 - (c) We were stopping at a hotel in Cincinnati.
 - (d) She had a taste for painting.
 - (e) The boy took a taste of the apple.
 - (f) The scene is familiar to all.
 - (g) We are familiar with the story.
 - (h) He will look after his interests.
 - (i) We shall look for the bill that was lost.
 - (j) We look on the scene with fear.

EXERCISE LXX.

316. Write sentences using this list of words combined with the *prepositions* following them:
- | | |
|------------------------|-------------------------|
| defend, against, from; | careless of, in, about. |
| die of, by, for; | inquire for, into, of. |
| anxious for, about; | strive for, with. |
| different from; | useful in, to, for. |
| advantage of, over; | argue with, against. |
| | differ with, from. |

EXERCISE LXXI.

317. Fill *blanks* in the following sentences with the proper preposition:
1. They differed——me——my opinion——
the case.
 2. The machine is well adapted——use——a
level country.

3. They were anxious——the result——the election.
4. They were anxious——the possession of the gift.
5. The men were familiar——the persons and places——them.
6. The scenes were all familiar——us.
7. Many of the crew died——hunger.
8. Be careful——your pets.
9. Be careful——your deportment——others.
10. He accommodated himself——the circumstances.
11. They were all accommodated——positions——front.
12. They agreed——the proposition.
13. I agree——you——all you say.
14. They agreed——themselves to burn the town.
15. The father was angry——his son——the great crime committed.
16. You can confide——him.
17. They live——the turn——the road.
18. He distributed the presents——his five children.

EXERCISE LXXII.

318. Fill the *blanks* with proper prepositions:

1. The soil is adapted——hemp and tobacco.
2. ——what does honor consist?
3. Words are omitted——some sentences.
4. This case has no resemblance——the other.
5. You may rely——what they say.
6. The bird flew——tree.
7. The lady lost her purse——the water.
8. His argument produced no change——the man's opinions.
9. They quarrelled——one another.
10. The money was divided——four persons.
11. Who shall fix a limit——his labors.
12. They persevered——their work.
13. I differ——you on that point.
14. Thompson was there——the rest.
15. The army was perishing——thirst.

16. Please come——the house.
17. The children are——the river.
18. The goods do not correspond——the sample you sent.
19. There was a difference——opinion——the six appraisers.
20. ——what are you so intent?
21. The boy is not careful——his books.
22. He drove——the bridge——the city.

EXERCISE LXXIII.

319. *Correct all errors:*

1. He went around the country making speeches.
2. He wore a collar about his neck.
3. The place of meeting was across the river.
4. He stood firm among the storm.
5. The lark reared her brood among the corn.
6. He remained to church all day.
7. He placed the message into my hands.
8. The wind has broke the vessel to pieces.
9. He has threw hissself out of the bed.
10. We entreat of thee to hear us.
11. It is not worthy our notice.
12. The army then turned to the east.
13. They were out among snow and hail.
14. Attend upon what the teacher says.
15. Mr. Judson died with a fever.
16. It is different to what I expected.
17. They are staying into a private house at Columbus.
18. There was a difference of opinion between the members of the Board.
19. The boy had fell in the river while crossing the bridge.
20. The shoes does not correspond to the sample.

EXERCISE LXXIV.

320. *Correct errors:*

1. There was music between each act of the play.
2. He lives to Chicago, but he is now at New York.
3. All the girls is into the house.

4. Did you come with him?
5. The boys are into trouble concerning their ball.
6. Is it him you are looking for?
7. We cannot allow of such things.
8. In compliance of your request, I am within your presence.
9. The fruit was divided among the two boys.
10. There is difference between you and I.
11. To whom did you give the marbles to?
12. Where are they all going to?
13. That family is in want for bread.
14. To whom does the honor belong to?
15. He makes no good use with his money.
16. There was no one at the meeting except he and the minister.
17. I differ with you on that subject.
18. They recited their lesson to Mary and I.
19. He is a man of wealth, reputation, and influence.
20. We have this list beside the one already presented.

CONJUNCTIONS.

321. *Conjunctions* are words used to connect words, phrases, and sentences.
322. *Co-ordinate* conjunctions connect words, phrases, or clauses of equal rank. They are such as *and, or, but, neither, nor, or, either or, neither nor, both and, as well as, therefore, and others*; as,
John and James study.
323. *Subordinate* conjunctions connect clauses of different rank. The subordinate clause is a dependent clause, limiting the antecedent term on which it depends; as,
I returned when he called me.
324. The following are principal subordinate conjunctions:
When, while, if, unless, since, because, after, before, where, till, until, whenever, as, than, for, although.

325. Some conjunctions are used in *pairs*, and are then called *correlative* conjunctions.
326. Be careful that the conjunctions are followed by the right correlative terms, as indicated in the following list:
 Both—and; as, He owns both the horse and the wagon.
 Either—or; as, He must either work or resign.
 Neither—nor; as, He will neither work nor resign.
 Not only—but also; as, He not only fed him but also clothed him.
 Whether—or; as, He could not tell whether it was green or blue.
 As—as; as, He is as old as you.
 So—as; as, He is not so old as I.
 Though—yet; as, Though the water is deep, yet it is clear.
327. *Or* usually follows a *negative* term; as,
 (a) *No* tie of gratitude *or* of honor could bind him.
 (b) They did not meddle with politics *or* religion.
328. Comparison of equality is expressed by *as—as*, as,
 He is as tall as John.
329. Comparison of inequality is expressed by *so—as*, preceded by a *negative* term; as,
 He is not so tall as John.
 Comparison of inequality is also expressed by the *comparative degree* of an adjective and the word *than*; as,
 He is taller than John.
330. Conjunctions used to express comparison of equality or inequality take the same case after them as before them; as,
 (a) He is as strong as I.
 (b) He is not so strong as I.
 (c) He is stronger than I.
331. The second term of a comparison is often elliptical; as,
 (a) John is as old as he. (is old.)

- (b) He is nicer than (he is) wise.
 (c) She loves Jane better than (she loves) me.
332. *Like* should not be used for *as*; *as*,
 (a) He should walk *as* John walks. (Not like.)
 (b) Do *as* he did. (Not like.)
333. *But* should not be used for *than* after the words *else*, *other*, *otherwise*, *more*, and *rather*; *as*,
 (a) The table is nothing *else than* (not *but*) wood.
 (b) It was no *other than* (not *but*) the teacher himself.
334. If something additional is meant, the words *else*, *other*, and *more* may be followed by *besides*; *as*,
 He will study other branches *besides* (in addition to) Grammar.
335. After words of doubting, fearing, and denying, the terms *but*, *but that*, and *but what* should not be used for *that*; *as*,
 I do not doubt *that* (not *but that*) he will come.
336. When correlative conjunctions are used, they should be so placed as to mark *correctly* the contrasted terms; *as*,
 (a) He sold both the horse and the wagon. (Correct.)
 (b) He both sold the horse and the wagon. (Incorrect.)
 (c) He is not only young, but ambitious. (Correct.)
 (d) Not only is he young, but ambitious. (Incorrect.)
337. A comma should be placed after each term in a series of coordinate terms—terms that are alike in grammatical construction; *as*,
 (a) The air, the earth, the water, teem with delighted existence.
 (b) Sink or swim, live or die, survive or perish, I give my hand and my heart to this vote.

A comma is not placed after the last word of the series when it is preceded by a conjunction; as,
Honor, affluence, and pleasure seduce the heart.

338. Contrasted words and phrases are separated by commas; as,
- (a) George, and not James, found the purse.
 - (b) The teacher, as well as his pupils, studies the lessons.
 - (c) He not only prepares his lesson, but he recites it.

EXERCISE LXXV.

339. Classify the *conjunctions* in the following sentences, tell what each connects, give case of nouns and pronouns, and justify the punctuation:
1. Bring your books and slate.
 2. Sheep are either white or black.
 3. Talent is something, but tact is everything.
 4. Though they are poor, yet they are contented.
 5. I care not whether he comes or goes.
 6. Read naturally, clearly, and distinctly.
 7. He will neither study nor allow others to do so.
 8. For one week he neither ate nor slept.
 9. The day was dark, cloudy, and stormy.
 10. We must fight, or our liberties are lost.
 11. Obey and live, or disobey and die.
 12. The army was victorious, but the commander was slain.
 13. John, be neither a borrower nor a lender.
 14. "Thy Hector, wrapped in everlasting sleep, shall neither hear thee cry, nor see thee weep.
 15. Sentences are either simple, complex, or compound.
 16. To cleanse our opinions from falsehood, our hearts from malignity, and our actions from vice, is our chief concern.
 17. Infinite space, endless numbers, and eternal duration fill the mind with great ideas.
 18. Crafty men contemn studies, simple men admire them, and wise men use them.
 19. Industry, honesty, frugality, temperance, are among the cardinal virtues.

20. Eating or drinking, laboring or sleeping, let us do all in moderation.
21. His bitter and scoffing speech had inflicted keener wounds than his ambition.
22. Either you or I must go.
23. He acted neither wisely nor prudently.
24. For Christ sent me not to baptise, but to preach the gospel.
25. He was not only virtuous, but wise.
26. Mine is as good as yours.
27. I do not doubt that he acted honestly.
28. He no sooner retires than his heart burns with devotion.
29. He acted more nobly than James.
30. Not one of the family either slept or ate.

EXERCISE LXXVI.

340. *Write sentences* containing the conjunctions in 322.
341. *Write sentences* containing the conjunctions in 324.
342. *Write sentences* illustrating the principles stated from 326 to 338, inclusive.

EXERCISE LXXVII.

343. *Correct all errors giving reasons* for the corrections:
 1. The book is not as accurate as I wish it to be.
 2. I corrupt government is nothing else but a reigning sin.
 3. He could not deny but what he borrowed the money.
 4. John is taller but not as strong as him.
 5. Was the order of exercise any different than it was last night?
 6. He gave more money besides this.
 7. He knew more about the subject than me.
 8. No one could set nor stand while riding on that boat.

9. James is four years older than me.
10. Neither the wind or the rain could damage it.
11. There was a greater quantity of people present than usual.
12. Her talents and not her beauty attracts attention.
13. He has more often stole his dinner than bought it.
14. The member neither proposed the measure or voted for it.
15. Him and me wont have to go but you will.
16. James Patrick is stronger than them both put together.
17. Mary has did her work better than Susan.
18. He owes more than me.
19. Mr. Smith used less words than the other speakers.
20. There were a number of boys who could have done it as well as him.
21. I like them kind of apples better than these.
22. Neither John or Henry are in the house.
23. The teacher not only punished Harry but George.
24. He sent a less quantity of horses to Chicago than mules.
25. Neither the general or his men knew what had taken place that night.
26. James Lane rarely or ever knows his lesson.
27. They preferred to ride than to walk.
28. Not only is he successful but deserving.
29. The peaches is not as large as the apples nor are they as ripe.
30. No one can deny but that it is colder to-day than yesterday.
31. No member of the society can speak nor leave the room while another member is talking.
32. The ball is nothing else but cotton.
33. The boys could not do otherwise but give up the game.
34. This piece is as large if not more so than that.
35. I cannot think but what the lady is kind.
36. Not only the man gathered the fruit but he sold it.
37. Mr. Morgan sells more goods than what Mr. Price does.

38. No spirits nor poison sold here.
39. James did the work like his father taught him to do it.
40. Gold is not as useful but heavier than iron.
41. I do not know if he went or not.
42. The boy was neither at home or in school that day.
43. I am as good as him.
44. It was a more difficult problem than any what I had seen.
45. You might as well confess the truth as to try to frame excuses.
46. The wise and the learned not only heard him but the common people.
47. We are neither weak or cowardly.
48. The sun the moon the planets the stars are all in motion.
49. Did God create for the poor a coarser earth a thinner air or a paler sky?
50. On the rich and the eloquent on the nobles and priests the Puritans looked down with contempt.

ANOTHER CLASS OF SENTENCES.

344. A sentence is either simple, complex, or compound.
A *simple* sentence contains *one* statement; as,
The thunder rolls.
345. A *complex* sentence contains one *principal* sentence, and one or more *subordinate*, or modifying, sentences; as,
 - (a) I will do that work while you are away.
 - (b) The man who works will succeed.
 - (c) All nations believe that the soul is immortal.
346. The subordinate sentence is called a *clause*.
347. A *compound* sentence contains two or more independent sentences connected by *co-ordinate* conjunctions; as,
The winds blow, and the storm rages.

EXERCISE LXXVIII.

348. *Classify* the following sentences, and tell what the subordinate clauses modify:
1. John is a tall boy.
 2. I did not come to school because I was sick.
 3. The pupils who have recited may stand.
 4. The powers which move the world are the telegraph and the printing-press.
 5. The man who came yesterday bought the farm.
 6. The flowers will bloom when spring comes.
 7. A man who is deceitful can not be trusted.
 8. The assembly retired when the orator had finished.
 9. You may go home when you are excused.
 10. Death is the season which tests our principles.
 11. We found the basket where he left it.
 12. There are fruits which never ripen.
 13. They recite while we study.

THE ADJECTIVE CLAUSE.

349. The words *that*, *who*, *which*, and *what* are relative or conjunctive pronouns. They introduce subordinate clauses which they join to some noun or pronoun called the antecedent of the relative.
350. The subordinate clause introduced by the relative pronoun is an *adjective* clause, and modifies the antecedent of the relative; as,
The man *who bought the horse* paid for him.
351. The relative pronoun may be (a) the subject of the subordinate clause, (b) the object complement (a) the object of a preposition, or (d) it may be in the possessive case; as,
- (a) The boy *who works* will succeed.
 - (c) The lady *whom we saw* is ill.
 - (d) The man to *whom* you sent the note, answered it.
 - (d) The gentleman *whose house we bought* has gone to the country.

352. The relative *who* has the possessive form *whose* and the objective form *whom*.
Which has the possessive form *whose*.
353. *Who* represents persons, *which* represents all other objects, and *that* represents persons and other objects, and is sometimes used instead of *who* or *which*.
What represents things. Its antecedent is not expressed.
354. *Who*, *which*, and *what*, when used to answer questions, are called *interrogative pronouns*; as,
- (a) Who owns that house?
 (b) Which horse did you drive?
 (c) What did he say?

EXERCISE LXXIX.

355. In the following sentences, point out the *relative clauses*, the *relative pronouns*, and give the *use*, *antecedent*, *case*, and *government* of the relatives.
1. He who does wrong deserves punishment.
 2. He is a man whom all respect.
 3. Have you found the book which you lost?
 4. This is the frog that we caught in the brook.
 5. There stands a man whose pocket was picked.
 6. Avoid rudeness of manners which always hurts the feelings of others.
 7. Did the boy who found the money return it?
 8. It is John whom we sent.
 9. I venerate the man whose heart is warm.
 10. Islands are the tops of mountains whose base is in the bed of the ocean.
 11. He described the things that he saw.
 12. I saw him whom you met.
 13. We visited the man to whom you sent the goods.
 14. I shall return the book which you lent me.
 15. We then commenced the exercise to which all listened.
 16. These are the men whose horses ran away.

17. I am the person whom you wish to see.
18. We saw your brother whom they elected secretary.
19. They sleep the sleep that knows no waking.
20. I cannot hear what you say.

SYNTAX OF PRONOUNS.

356. A pronoun must agree with its antecedent in *person* and *number*. Its *case* depends on its relation to other words.
357. If a pronoun relates to words of different persons, it should agree with the *first* person rather than with the second, and with the *second* rather than with the third; as,
 - (a) James and you and I will keep our wheat.
 - (b) You and John may sell yours.
358. When singular pronouns of different persons are used, the *second* precedes the third, and the *third* the first; as,
You, he, and I will go.
359. When plural pronouns are used, the following is in order:
We, you, and they will go.
360. The pronoun is singular if it relates to two or more words connected by *or* or *nor*.
John or James may hand me *his* book.
361. The pronoun is singular if it represents a collective noun denoting *unity* of idea; as.
The society elected its officers.
362. The pronoun is singular if it relates to a noun limited by *each*, *every*, *either* *neither*, or *one*, or relates to either of them (*each*, *every*, *either*, *neither*, *one*) used alone as a noun; as,
 - (a) *Every* boy may bring *his* book to me.
 - (b) *Each* told *his* story.

363. The pronoun is plural if it represents two or more nouns connected by *and*; as,
John and James may bring me their books.
364. The pronoun is plural if it relates to a collective noun denoting *plurality*; as,
The *jury* did not agree in *their* verdict.
365. If a pronoun refers to words denoting different genders, the masculine form is usually used; as,
Each pupil should do his own work.
366. The masculine form of the pronoun is used if the gender of its antecedent is not known; as,
If any one calls for this book, let him have it.
367. The masculine and feminine form of pronouns are used to represent things personified; as,
(a) Grim-visaged War has smoothed his wrinkled front.
(b) The moon showed but half her face.

EXERCISE LXXX.

368. *Write sentences* illustrating the principles stated from 356 to 367 inclusive.
369. Give the syntax (number, person, agreement with antecedent, case, government) of pronouns:
1. Sarah brought her book and laid it on the table.
 2. Can such a country betray itself?
 3. When the committee had made their report, they were discharged.
 4. The true friend of his country is he who regards its future well-being.
 5. If any one would test these rules, he must apply them under all circumstances.
 6. Is any among you afflicted? Let him pray.
 7. He hastened to his father's house which he entered immediately.

8. Pupils, this is the rule to which I call your attention.
9. Every member of the society should attend to his duties.
10. That life is long which answers life's great end.
11. One of you must relinquish his claim.
12. The army made good its retreat.
13. Let every book and every slate be put in its place.
14. Mr. Smith or Mr. Neason will favor us with his presence.
15. Let each pupil who has the answer raise his hand.
16. Each may answer for himself.
17. Can any one say that he has not been deceived?
18. You and I will give our support to the opposite party.
19. You, he, and I are included in the number.
20. When any one asks you a question answer him politely.
21. All understand their obligations.
22. The committee were unanimous in their report.
23. John and Charles lost their marbles.
24. Either John or Charles lost his marbles.
25. Neither John nor James lost his marbles.

EXERCISE LXXXI.

370. *Correct all errors and give syntax of all pronouns:*
1. A civilized people has no right to violate their solemn obligations.
 2. Each one is to bring their books.
 3. If any pupil is prepared, they may hold up their hand.
 4. No book or paper were out of their place.
 5. Neither John nor James worked their examples.
 6. If one takes a wrong method at first, it will lead them astray.
 7. The committee has done its work.
 8. Neither good nor evil come of themselves.
 9. If a boy or girl whispers this morning, they will be punished.
 10. The Army destroys everything in their course.

11. The board of health publish their proceedings.
12. The multitude pursue pleasure as its chief good.
13. The association has the right to adopt their own laws.
14. The school has their own opinion on that subject.
15. The assembly executed their plan without hesitation.
16. The crowd went to its home.
17. Let each person who thinks so, raise their hand.
18. The army was eating its dinner when it was attacked.
19. Avoid haughtiness of behavior and affectation of manners; it implies a want of solid merit.
20. Suffer not jealousy and discontent to enter; it will destroy, like a canker, every germ of friendship.
21. Every man is entitled to liberty of conscience and freedom of opinion, if they do not pervert it to the injury of others.

USE OF PRONOUNS.

371. *That* is used after *same, very, all, adjectives* in the *superlative degree*, and *interrogative pronouns*; as,
- (a) This is the very ball that I bought.
 - (b) Is this all that you brought?
 - (c) He is the largest horse that I have seen.
 - (d) Who that heard the story can doubt its truth?
372. *That* should be used instead of *who* or *which* when the antecedent represents both person and things; as,
The boy and the dog that we met were drowned.
373. The relative is sometimes omitted; as,
- (a) All [that] I have is here.
 - (b) This is the hat [which] he gave me.
 - (c) [He] "Who steals my purse steals trash."

The relative should be expressed when it is necessary to the sense of the sentence; as,

He is still in the position [in which] he was last year.

374. *Which* may have a sentence for its antecedent; as,
He was engaged in making others happy, which was
a worthy employment.
375. The preposition which governs the relative *that* is
placed at the end of the clause; as,
He is the very student that I roomed with.
376. The preposition governing the relatives *whom* or *what*
may be placed at the end of the clause; as,
(a) I met the man whom you sold the horse to.
(b) This is the coffee which you spoke of.
It is better to place the preposition before the relative;
as,
(a) I met the man to whom you sold the horse.
(b) This is the coffee of which you spoke.
377. After *same* and *such*, the word *as* has the value of a
relative pronoun; as,
He received such things as were brought.
378. After negatives the word *but* is regarded as a relative;
as,
There is not a pupil present but [who does not] under-
stand this.
379. Do not use a pronoun when its antecedent is not easily
determined; as,
If the lad should leave his father, he would soon die.
(Who would die?)
380. Do not use pronouns unnecessarily; as,
The boy he fell.
381. Do not use different kinds of pronouns in the same
construction; as,
If *you* are my friend, lend me *thy* horse.
382. Do not use different pronouns in several adjective
clauses, if the clauses modify the same word; as,

The man *who* sold his farm, and *that* broke his leg,
and *which* bought a store, made an assignment.

383. The adjective clause should be placed near the word which it modifies; as,
The horse which is made of wood belongs to the boy.
(Correct.)
The horse belongs to the boy which is made of wood.
(Incorrect.)
384. The words *whoever*, *whichever*, and *whatever*, are called compound relative pronouns.

EXERCISE LXXXII.

385. Write sentences illustrating the *uses* of pronouns as given from 371 to 384 inclusive.

EXERCISE LXXXIII.

386. Explain the *use* of the *pronouns* in the following sentences, and tell what the clauses modify:
1. The bird which I caught could not fly.
 2. I read the paper that you sent.
 3. He is the man whose name is a terror.
 4. I promoted the pupil whom you examined.
 5. They consider him a person with whom you should not associate.
 6. That boy has the book which she found.
 7. He is the very man that they said had run away.
 8. The teacher assigned us a lesson which she thought would be instructive.
 9. Life is a flower of which love is the honey.
 10. This is the greatest pleasure that I have.
 11. This is the same bird that I caught yesterday.
 12. "I wrong the honorable man
Whose daggers have stabbed Cæsar."
 13. Who is the man that found the money?
 14. There was a certain farmer who purchased a store.
 15. Those who desire to be happy should be careful to do that which is right.
 16. I do not know who it is.

17. I will promote him whom I think to be the most deserving.
18. They are such as I have.
19. "There is no fireside, howsoever defended,
But has one vacant chair."
20. Tears such as angels weep burst forth.
21. I do not know any man that says the same.
22. Who that has known him can refuse?
23. He gave all that he had.
24. The evil that men do lives after them.
25. Both Cato and Cicero loved their country.
26. Some gentlemen, who had been Mr. Perry's friends, and who wished to show their regard for him, sent him an easy chair.
27. Many persons who conquer their anger cannot conquer their pride.
28. Does a son who loves his parents ever disobey them?
29. Civil war is an evil of which history furnishes many examples.
30. They were visiting the man whose house was robbed.
31. It is not known to whom the credit belongs.
32. We will walk to the farm for which they paid a high price.
33. It is he from whom he received the gift.
34. He sold the hat the merchant gave him.
35. These are the very books we want.
36. That is the horse which started first, and which gained the race.
37. It is I to whom you are to recite.
38. Each of his brothers is present.

EXERCISE LXXXIV.

387. *Correct all errors and give reasons for the corrections:*
1. Read thy doom in the flowers who fade and die.
 2. Who did you see?
 3. Albert hurt hisself.
 4. Them that seek wisdom shall find it.
 5. Who do you want?
 6. Who did you come with?

7. I do not know who she went with.
8. I gave it to somebody; I have forgotten who.
9. Poverty and wealth have each their own temptations.
10. One or the other of us must give up their house.
11. I do not know which one of the men finished their work first.
12. Does any gentleman or lady wish to have their fortune told?
13. John he went, and Mary she went; but the rest, they all remained at home.
14. Henry Barlow lost his book.
15. The king dismissed his minister, who had never before done so unjust an act.
16. John told James that his horse ran away.
17. The servant took away the horse, which was unnecessary.
18. Those which are rich should help those that are poor.
19. Was it you, or the wind, who shut the door.
20. The horse and the rider which we saw, fell in the battle.
21. This is the very horse which we sold.
22. A ball was found in the field which was made of cotton.
23. The man and the horse were killed by the cars which were on the track.

EXERCISE LXXXV.

388. *Correct errors as in last Exercise:*
1. Of all the congregations whom I ever saw, this was the largest.
 2. This was certainly the largest congregation which I ever saw.
 3. Who is the man who dares make these charges?
 4. Pitt was the man what upheld the state.
 5. I am the same as I was.
 6. I gave all what I had.
 7. It is the best which can be found.
 8. This was the most destructive campaign which the army ever made.

9. The rooks which had built their nests above were cawing.
10. Be thyself and do your duty.
11. The poor man which can read, and that has a taste for reading, can find entertainment at home.
12. Who did you give the dress to?
13. Mrs. Jones expects John and I.
14. He is a friend who I am much indebted to.
15. He is the most remarkable man I ever saw.
16. I thought that tall man was him.
17. It was not me who you called.
18. Them that study grammar talk no better than we.
19. Every one is accountable for their own work.
20. Who did I refer it to? You or I?

EXERCISE LXXXVI.

389. *Correct errors* as in the last *Exercise*:

1. He has some friends which I know.
2. The horse which ran away killed himself.
3. The boy will receive a reward from his teacher who is diligent.
4. This is the very dog what killed the rat.
5. The coat was for that boy that was made of wool.
6. There is no book which, when we examine it closely, we cannot find mistakes in it.
7. Will you sell them horses?
8. Did you ever see larger apples than them?
9. Every man should attend to their own business.
10. Neither one of the horses who fell through the bridge broke their legs.
11. We shall see who is right, John or me.
12. He or she that is idle you should reprove.
13. Each one will take their basket.
14. Each of the five boys know their lesson, but can't come to school.
15. It could not have been them that lost their money.
16. Let each person which thinks so, raise their hands.
17. We saw the prisoners and horses who escaped.
18. He was the best fellow whom I ever saw.

19. Each society have their own rules by whom they are governed.
20. Every body should look after their own interests.

EXERCISE LXXXVII.

390. Write *ten* sentences containing *personal* pronouns, and *ten* sentences containing *relative* pronouns, and give the *syntax* of the pronouns.

EXERCISE LXXXVIII.

391. Make proper corrections and give the *syntax* of all the *nouns* and *pronouns*:
1. Webster was a man the country will remember with pride.
 2. The house which he lived in was burned.
 3. He took some tea, which he was very fond of.
 4. Nature is only a name for an effect whose cause is God.
 5. 'Tis distance lends enchantment to the view.
 6. I, thou and she shall go to the picnic.
 7. It was them that done the wrong that can never be made right.
 8. The regiment was much reduced in their numbers.
 9. Each of our party carried a lunch with them.
 10. The boys and us must learn their lessons to-day.
 11. My son sold his farm to I don't know who.
 12. Let the teacher send you and I.
 13. The man that lives a good life is usually respected.
 14. Children's lives are full of joy that live in the country.
 15. Whither thou goest, I will go; and where you lodge, I shall lodge.
 16. The boy does not know who he is speaking to.
 17. We are much more powerful than them.
 18. That that thou doest not know, you cannot tell.
 19. He that by usury and unjust gain increaseth his substance, shall gather it for him that will pity the poor.
 20. He is very much offended at the statements you made.

EXERCISE LXXXIX.

392. Write *ten* sentences showing *violations* of rules for the use of pronouns.
393. *Fill* the *blanks* with *pronouns*:
1. Mr. Jackson has a horse——is black.
 2. Every fruit, every flower, every blade of grass, testifies to the wisdom of——Creator.
 3. Can you give——any information concerning the country in————lives.
 4. Waste——is willful brings want——is woeful.
 5. I will love —— ——love me.
 6. Every pupil gave a potato——was to be——share of the donation.
 7. I am not moved by such influences——these are.
 8. Many were deceived by the words——he uttered.
 9. He is as heavy as——.
 10. ——was the boy with——I saw you playing to-day?
 11. Have you found the book——you lost?
 12. 'Tis greatly wise to talk with our past lives,
And ask——what report——bore to heaven.
 13. Neither has learned——lessons to-day.
 14. "Woodman, spare that tree;
Touch not a single bough;
In youth——sheltered me,
And——'ll protect——now.
'Twas my father's hand
——placed——near——cot.
Then, woodman, let——stand,
——axe shall harm——not."
 15. Every season has——peculiar powers of striking the mind.
 16. One is seldom at a loss what to do with——money.
 17. This is the oldest horse——I have seen.
 18. Jane and you and I will do——duty.

EXERCISE XC.

394. *Write sentences*, using the following words as indicated:
1. A sentence containing *me* and *who*.
 2. A sentence containing *they* and *which*.

3. A sentence containing you, I, and they.
4. A sentence containing the proper form of he and who as the objects of prepositions.
5. A sentence containing she and whose.
6. A sentence containing mine, thine, and his.
7. A sentence containing that, which, and he.
8. A sentence containing the objective form of they, I, and it.

EXERCISE XCI.

395. *Write*—

1. A sentence containing the proper form of we, you, and which, as the objects of transitive verbs.
2. A sentence containing ours, his, and its.
3. A sentence containing possessive form of which, she, and we.
4. A sentence containing *as* used as a relative pronoun.
5. A sentence containing *but* used as a relative pronoun.
6. A sentence containing *which* and *its* with a collective noun as their antecedent.
7. A sentence containing you, I, he, and our.
8. Give the syntax of all the pronouns in the sentences which you have written.

EXERCISE XCII.

396. 1. *Write sentences* containing the *personal* pronouns as the *objects* of *transitive verbs*.
2. Write other sentences containing the same pronouns as the *objects* of *prepositions*.
3. Write sentences containing the words *each*, *neither*, and *one* as the antecedents of pronouns.
4. Give the syntax of all the pronouns in the sentences you have written.

EXERCISE XCIII.

397. 1 Write sentences, using the right pronoun in relative clauses following the superlative degree of the adjectives *pleasant*, *wonderful*, *wise*, *good*, *worst*, and *pretty*.

2. Write *five interrogative* sentences containing relative clauses.
3. Use the words *soldiers* and *guns* as the antecedents of a relative pronoun.

EXERCISE XCIV.

398. Write a sentence containing——
1. The word *other* followed by the word *than*.
 2. The word *as* used as a conjunction.
 3. The correlatives *as—as* followed by a pronoun.
 4. The correlatives *either—or*.
 5. The correlatives *so—as* followed by a *pronoun*.
 6. *As well as*.
 7. A personal pronoun as attribute complement.
 8. The words *lain, set, chose, laid, sat, lay, fewer*.

EXERCISE XCV.

399. Write a sentence——
1. Whose subject consists of two words connected by *or*.
 2. Whose subject consists of two words connected by *but*.
 3. Containing the word *laying*.
 4. Containing an interjection.
 5. Containing a possessive pronoun as attribute complement.
 6. Containing a series.

COLLECTIVE NOUNS.

EXERCISE XCVI.

400. Review "*Syntax of Pronouns*" and the *rules* for the agreement of the verb with its subject, and *fill* the *blanks* in the following sentences:
1. The House——decide to adjourn April 1.
 2. The public——invited to be present at the opening of the term.
 3. The jury——kept in one room until——agreed upon——a verdict.

4. A great crowd of people—there to witness the parade.
5. The church—no jurisdiction in the case.
6. The people—often deceived by—Representatives in Congress.
7. Congress—adjourned until December.
8. The Board of Education—enforced—rules.
9. The party—returned with—luggage.
10. In that country the peasantry—barefooted.
11. The army—defeated with the loss of—commanding officer.
12. A detachment of men—sent to capture the outpost.
13. One half—know what the other have—.
14. The Assembly—passed the bill at—last session.
15. The court—now in session.
16. The fleet—lying below the harbor ready to fire on the fort with—large guns.
17. The nobility—alarmed, and left—houses.
18. The German people—coming to America in large numbers, bringing—customs with—.
19. A flock of sheep—seen feeding on the hillside.
20. The society—punished several of—members for violations of—rules.
21. Your committee—the following report of—findings in the case referred to—.
22. The mob—successful in—attack on the jail.
23. The cattle in that field—to Jones, the cattle king.
24. The community—that—rights be respected.
25. The number of cattle in the fields—one hundred.
26. Each one is to bring—books.
27. If any pupil—prepared—may hold up —hands.
28. No book or paper—out of—place.
29. Neither good nor evil—of—.
30. If one takes a wrong method at first, it will lead —astray.
31. The committee—performed—task.
32. The army destroy, everything in—course.
33. The multitude pursue pleasure as—chief good.

34. The board of health publish——proceedings.
 35. The association——the right to adopt——own laws.
 36. This school——opinion on politics.
 37. The assembly executed——plans without hesitation.
 38. The crowd went to——home.
 39. The army——eating——dinner when——surprised by the enemy.

PARTICIPLES.

401. *Participles* modify nouns and pronouns as adjectives do. They have the same complements and modifiers that verbs have.
- (a) We saw a boy *standing* by a tree. (“Standing” modifies “boy,” and is modified by the phrase “by a tree.”)
 (b) The child stood there *crying*. (“Crying” is the attribute complement, and belongs to the subject “child.”)
 (c) They caught him *stealing* wool. (“Stealing” modifies “him” and has “wool” for its object complement.)
402. In such sentences as the following the participle and its modifiers are separated from the rest of the sentence by commas; as,
- (a) Hearing the report, I went there immediately.
 (b) The man, having been discharged, left the city.
 (c) The boy, smiling, entered the room.

INFINITIVES.

403. *Infinitives* are used as nouns, adjectives, and adverbs. They may have the complements and modifiers of the verb; as,
- (a) *To whisper* is forbidden. (Noun—Subject.)
 (b) The noblest revenge is to *forgive*. (Noun—Attribute Complement.)

- (c) They dislike *to scold*. (Noun—Object Complement.)
- (d) The order *to march* was given. (Adjective—Modifies “order.”)
- (e) He came *to visit* us. (Adverb—Modifies “came.”)
- (f) He is anxious *to learn*. (Adverb—Modifies “anxious.”)
404. There are two infinitives; the *present* and the *perfect*; as,
- (a) They promised to come to-day.
- (b) They ought to have come yesterday.
405. The *to* of the infinitives is sometimes omitted; as,
- (a) I heard you (to) come.
- (b) They made the thief (to) surrender.
406. The *present* infinitive is used as the complement of a verb referring to a future act; as,
- (a) I intended to see you Friday. (Not to have seen.)
- (b) They expected to travel during the summer.
- (c) We hoped to hear favorable news.
407. The *perfect* infinitive is used as the complement of a verb referring to a past act; as,
They seemed to have experienced hard times.
408. In forming the perfect infinitive, the *past participle* is used; as,
- (a) He is said to have written several letters that day.
- (b) They appear to have forgotten their obligations.

EXERCISE XCVII.

409. Write sentences illustrating the use of the *participle* and *infinitive* as given from 401 to 408 inclusive.
410. Explain the use of *participles* and *infinitives*, and correct any *errors* found in the following sentences:

1. They have not the force to control the cattle.
2. He will be expected to take up the burden which they are now laying down.
3. I am sorry to hear of his losses.
4. The farmer sat in his easy chair,
Smoking his pipe of clay.
5. They expected to have been there when he brought the goods.
6. I intended to have wrote to you some time ago.
7. We descried a vessel stripped of its sails.
8. I meant to have sat there during the lecture.
9. I left him setting near you.
10. I, being the teacher, will learn you to solve the problem.

EXERCISE XCVIII.

411. In the following sentences, name the *participles* and *infinitives*, tell the *use* of each, what it modifies, and *by* what it is modified:
1. The branch, broken by the wind, fell.
 2. Those girls striving to win the prize live in the country.
 3. A room hung with pictures, is a room hung with thoughts.
 4. The traveler, having been robbed, sold his horse.
 5. White garments, reflecting the sun's rays, are cool.
 6. John, being weary, retired.
 7. They, laughing, brought both books.
 8. An offense, forgiven, should be forgotten.
 9. The ship, broken by waves, was wrecked.
 10. You promised to call early.
 11. He tries to write plainly
 12. To break a promise is dishonorable.
 13. I heard the owl hoot.
 14. Let them depart.
 15. We saw our homes desolated.

EXERCISE XCIX.

412. Dispose of *infinitives* and *participles* as in the last *Exercise*:

1. The machinery, having been oiled, runs well.
2. We had a great curiosity to see the battlefield.
3. We are glad to see you.
4. To love is natural.
5. Let no one pass.
6. He will try to escape.
7. To try is his privilege.
8. It is easy to be deceived.
9. To swear is wicked.
10. To repent is our duty.
11. To err is human.
12. To be truthful was his great desire.
13. To be called a Roman was counted an honor.
14. To venture there was to die there.
15. His horse is thought to have been lost.
16. We were to receive it Monday.
17. The passage is to be found.
18. They expected to return.
19. They all began to sing.
20. All children love to play.

EXERCISE C.

413. Dispose of *infinitives* and *participles* as in the last Exercise:
1. We hope to come that way.
 2. We desired to see him.
 3. Each hill attempts to ape her voice.
 4. James went to church to hear the new minister preach his first sermon.
 5. He is too honest to steal.
 6. They are strong enough to conquer.
 7. All nature is but an art unknown to man.
 8. I love to lose myself in other men's minds.
 9. He is too weak to walk so far.
 10. They were bold enough to conquer.
 11. The hot-house is a trap to catch sunbeams.
 12. The coffin containing the body of Charles V. was removed from the vault.
 13. He decided to visit the gorge.
 14. To deceive is to lie.
 15. Having heard the alarm, she ran to the river.

VERBAL NOUNS.

414. *Verbal nouns* are words formed from verbs. They have the uses and modifiers of the noun, and may have the complements and modifiers of the verb; as,
- (a) *Studying* should occupy your time. (Subject of sentence.)
 - (b) You should occupy your time in *studying* your lesson. (Object of "in;" has "lesson" for its object complement.)
 - (c) Love is the *fulfilling* of the law. (Attribute complement, and modified by the adjective phrase "of the law.")
 - (d) I enjoy *walking* by the river. (Object complement, and modified by adverb phrase "by the river.")
415. When the verbal noun is used as a noun without the modifiers of the verb, it is preceded by an *article* or an adjective, and followed by *of*; as,
- (a) Love is the fulfilling of the law.
 - (b) All denouncing of the man is uncalled for.
416. The participle of a copulative verb and its complement may have the value of a verbal noun; as,
- (a) There is no doubt of his *being* the *president*.
 - (b) His *becoming* the *president* was a surprise.
417. The verbal noun is often modified by a noun or a pronoun in the *possessive* case; as,
- (a) What do you think of *his* going to Europe? [Not him.]
 - (b) The *gentleman's* reputation as a lawyer was the cause of *his* being appointed to defend the prisoner.
 - (c) *John's* going there armed caused the trouble.

EXERCISE CI.

418. Write sentences, illustrating the use of the *verbal noun* as given from 415 to 417 inclusive.

419. Give the syntax of the *verbal nouns* in the following sentences, and tell by what they are modified:
1. The engineer was engaged in making the estimate.
 2. The guard announced the hour for retiring.
 3. Hunting is pleasant recreation.
 4. The careless read without reflecting.
 5. He risked his life in trying to save a man from drowning.
 6. You will be benefitted by hearing this man lecture.
 7. The boys were suspected of having stolen the boots.
 8. There was no evidence of the boys having stolen the boots.
 9. After hearing the ^{*}old man's story, I sent him some food.
 10. Birds are skilful in constructing their nests.
 11. Lying is sinful.
 12. They had no thought of his catching the horse.
 13. The boys have learned the art of cutting awkward capers to music.
 14. They were upon him without his being apprized of their coming.
 15. The crowing of the cock awakened the family.
 16. By consulting the dictionary, you may learn the meaning of the words.
 17. His making money is no proof of merit.
 18. The boys enjoy playing ball.

EXERCISE CII.

420. *Correct all errors, and give syntax of the verbal nouns and the infinitives:*
1. There is no danger of him being drowned in that water.
 2. They ought to have went earlier.
 3. Listening to stories is a pleasant diversion.
 4. I hoped to have got the letter before I left.
 5. Him working that example placed him at the head of the class.
 6. It was my intention to return Monday.
 7. I intended to have returned Monday.
 8. They had not heard of Charles being appointed captain.

9. Try to excel him in preparing your lesson.
10. I did not know of him having learned to paint.
11. The boy is afraid to go into the water.
12. He appeared to have been an old sinner.
13. I expected to have wrote you while I was on the boat.
14. To retreat without attacking the enemy was not their intention.
15. There was talk of him becoming their leader.
16. A path to guide us could not be found.
17. "If eyes were made for seeing,
Then beauty is its own excuse for being."
18. "Of making many books there is no end."
19. Roaring of the water alarmed them.
20. The ambition of most men is to become rich.
21. I tried to hear him speak.
22. I had hoped to have sent my children to school.
23. The ticking of the clock was distinctly heard.
24. The project of building a new school house does not seem to have met with favor.
25. The fact of me being a stranger in the city is sufficient excuse for me being lost.
26. It was there that I learned of Johnson having failed in business.
27. They have done no more than it was their duty to have done under the circumstances.
28. They barely escaped being smothered.
29. They were attracted in that direction by the swinging of the lamp.
30. Seeing is believing.

LIST OF IRREGULAR VERBS.

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
Abide	abode	abode
Am	was	been
Arise	arose	arisen
Awake	awoke, R.	awoke, R.
Bear, <i>to bring forth</i>	bore, <i>bare</i>	born
Bear, <i>to carry</i>	bore, bare	borne
Beat	beat	beat, beaten
Begin	began	begun
Behold	beheld	beheld
Bend	bent, R.	bent, R.
Bereave	bereft, R.	bereft, R.
Beseech	besought	besought
Bet	bet, R.	bet, R.
Bid	bid, bade	bid, bidden
Bind (<i>unbind</i>)	bound	bound
Bite	bit	bitten, bit
Bleed	bled	bled
Blow	blew	blown
Break	broke, <i>brake</i>	broken, <i>broke</i>
Breed	bred	bred
Bring	brought	brought
Build (<i>rebuild</i>)	built, R.	built, R.
Burst	burst	burst
Buy	bought	bought
Cast	cast	cast
Catch	caught, R.	caught, R.
Chide	chid	chidden, chid
Choose	chose	chosen
Cleve, <i>to adhere</i>	clove, <i>clave</i> , R.	cleaved
Cleve, <i>to split</i>	cleft, clove	cleft, cloven, R.
Cling	clung	clung
Clothe (<i>unclothe</i>)	clad, R.	clad, R.
Come (<i>become</i>)	came	come
Cost	cost	cost
Creep	crept	crept
Crow	crew, R.	crowd
Cut	cut	cut
Dare, <i>to venture</i> *	dust	dared

* Dare, *to challenge*, is regular.

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
Deal	dealt, R.	dealt, R.
Dig	dug, R.	dug, R.
Dive	dove, R.	dived
Do (<i>outdo, undo</i>)	did	done
Draw	drew	drawn
Drink	drank	drunk, drank
Drive	drove,	driven
Dwell	dwelt R.	dwelt, R.
Eat	ate, eat [pron. <i>et</i>]	eaten, eat
Fall (<i>befall</i>)	fell	fallen
Feed	fed	fed
Feel	felt	felt
Fight	fought	fought
Find	found	found
Flee	fled	fled
Fling	flung	flung
Fly	flew	flown
Forbear	forbore	forborne
Forget	forgot	forgotten, forgot
Forsake	forsook	forsaken
Freeze	froze	frozen
Get (<i>beget</i>)	got, <i>gat</i>	got, <i>gotten</i>
Gild	gilt, R.	gilt, R.
Gird (<i>begird</i>)	girt, R.	girt, R.
Give (<i>forgive</i>)	gave	given
Go (<i>undergo</i>)	went	gone
Grave	graved	graven, R.
Grind	ground	ground
Grow	grew	grown
Hang	hung, R.	hung, R.
Have	had	had
Hear	heard	heard
Heave	hove, R.	hoven, R.
Hew	hewed	hewn, R.
Hide	hid	hidden, hid
Hit	hit	hit
Hold (<i>withold</i>)	held	held, <i>holden</i>
Hurt	hurt	hurt
Keep	kept	kept
Kneel	knelt, R.	knelt, R

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
Knit	knit, R.	knit, R.
Know	knew	known
Lade	laded	laden
Lay	laid	laid
Lead (<i>mislead</i>)	led	led
Leave	left	left
Lend	lent	lent
Let	let	let
Lie, <i>to recline</i> *	lay	lain
Light	lit, R.	lit, R.
Lose	lost	lost
Make (<i>unmake</i>)	made	made
Mean	meant	meant
Meet	met	met
Mow	mowed	mown, R.
Pay (<i>repay</i>)	paid	paid
Prove	proved	proven, R.
Put	put	put
Quit	quit, R.	quit, R.
Read	read [<i>pron. red</i>]	read [<i>red</i>]
Rend	rent	rent
Rid	rid	rid
Ride (<i>outride</i>)	rode	ridden, rode
Ring	rung, rang	rung
Rise	rose	risen
Rive	rived	riven, R.
Run (<i>outrun</i>)	ran, run	run
Saw	sawed	sawn, R.
Say	said	said
See	saw	seen
Seek	sought	sought
Seethe	sod, R.	sodden, R.
Sell (<i>resell</i>)	sold	sold
Send	sent	sent
Set (<i>beset</i>)	set	set
Shake	shook	shaken
Shape	shaped	shapen, R.
Shave	shaved	shaven, R.
Shear	sheared	shorn
Shed	shed	shed

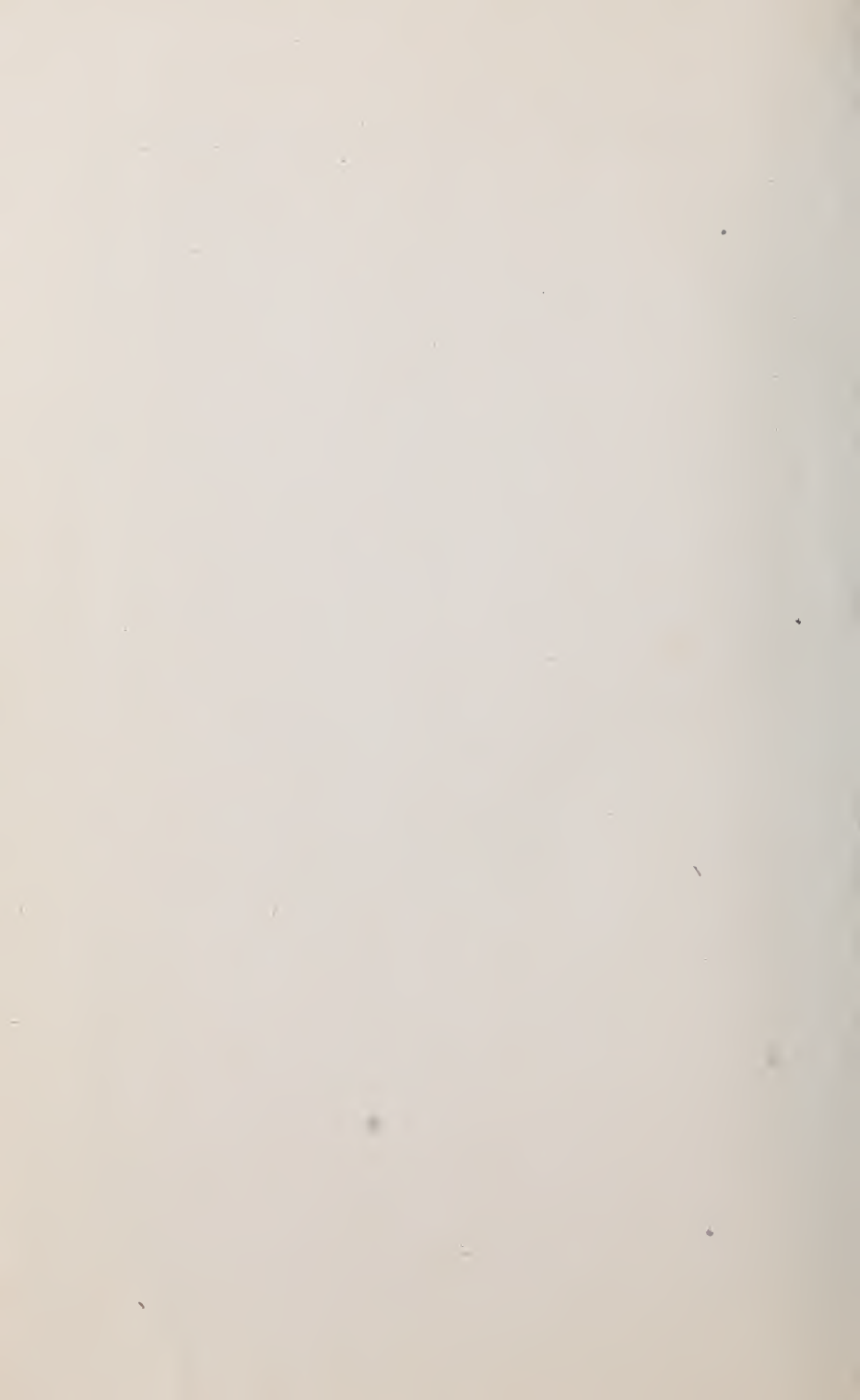
* Lie, *to utter falshood*, is regular.

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
Shine	shone, R.	shone, R.
Shoe	shod	shod
Shoot	shot	shot
Show *	showed	shown, R.
Shred	shred	shred
Shrink	shrunk, <i>shrank</i>	shrunk, <i>shrunken</i>
Shut	shut	shut
Sing	sung, sang	sung
Sink	sunk, sank	sunk
Sit	sat	sat
Slay	slew	slain
Sleep	slept	slept
Slide	slid	slidden, slid
Sling	slung	slung
Slink	slunk	slunk
Slit	slit, R.	slit, R.
Smite	smote	smitten
Sow	sowed	sown, R.
Speak (<i>bespeak</i>)	spoke, <i>spake</i>	spoken
Speed	sped, R.	sped, R.
Spend (<i>mis-spend</i>)	spent	spent
Spin	spun, <i>span</i>	spun
Spit	spit, <i>spat</i>	spit
Split	split	split
Spread	spread	spread
Spring	sprung, <i>sprang</i>	sprung
Stand (<i>withstand</i>)	stood	stood
Stave	stove, R.	stove, R.
Steal	stole	stolen
Stick	stuck	stuck
Sting	stung	stung
Stink	stunk, <i>stank</i>	stunk
Stride (<i>bestride</i>)	strode, stride	stridden, strid
Strike	struck	struck, <i>stricken</i>
String	strung	strung
Strive	strove	striven
Strow *	strowed	strown
Swear	swore, <i>swore</i>	sworn
Sweat	sweat, R.	sweat, R.

* By old writers sometimes spelled *shew*, *shewed*, *shewn*. R.

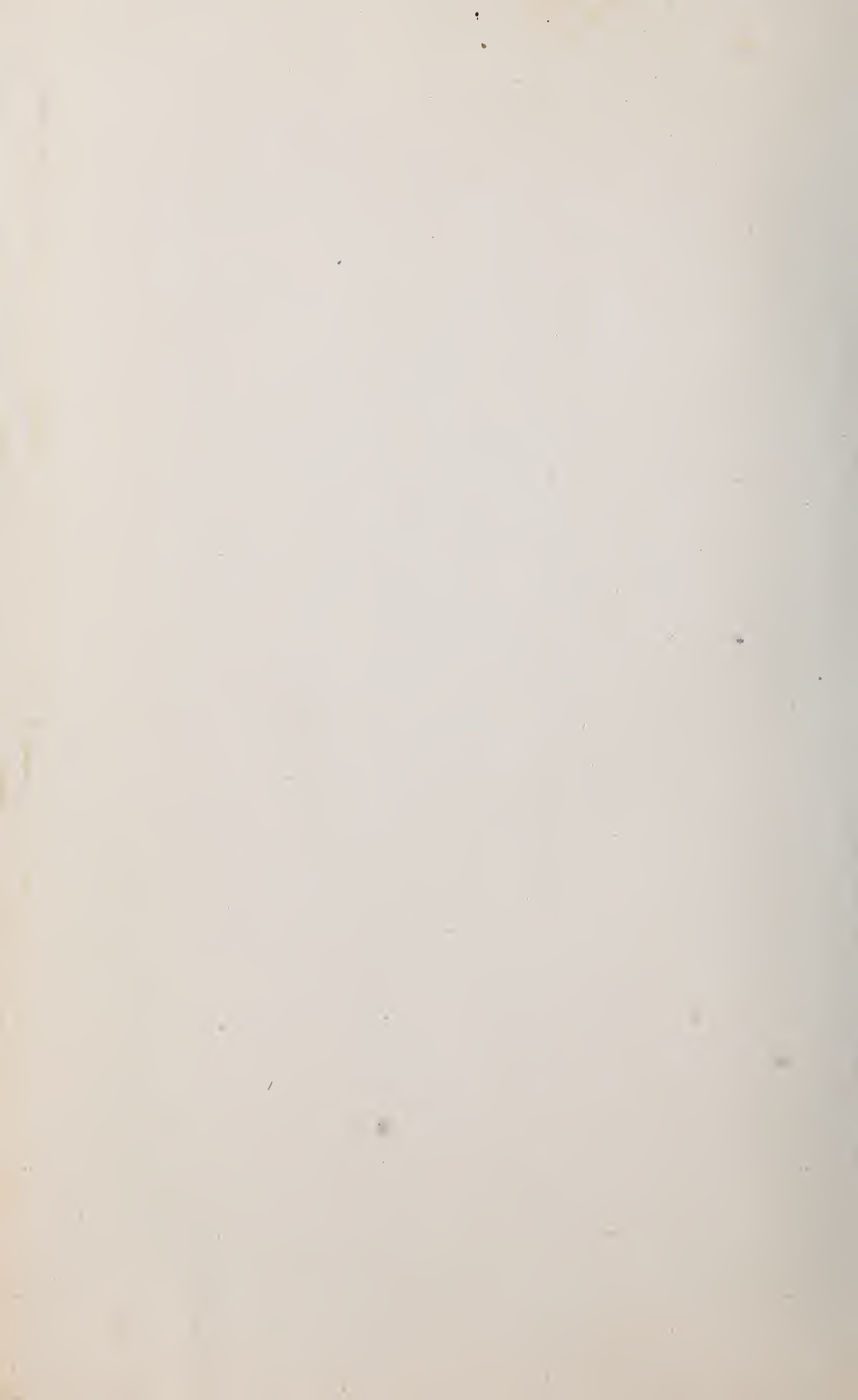
* By old writers sometimes spelled, *strewn*, *strewed*, *strewn*, R.

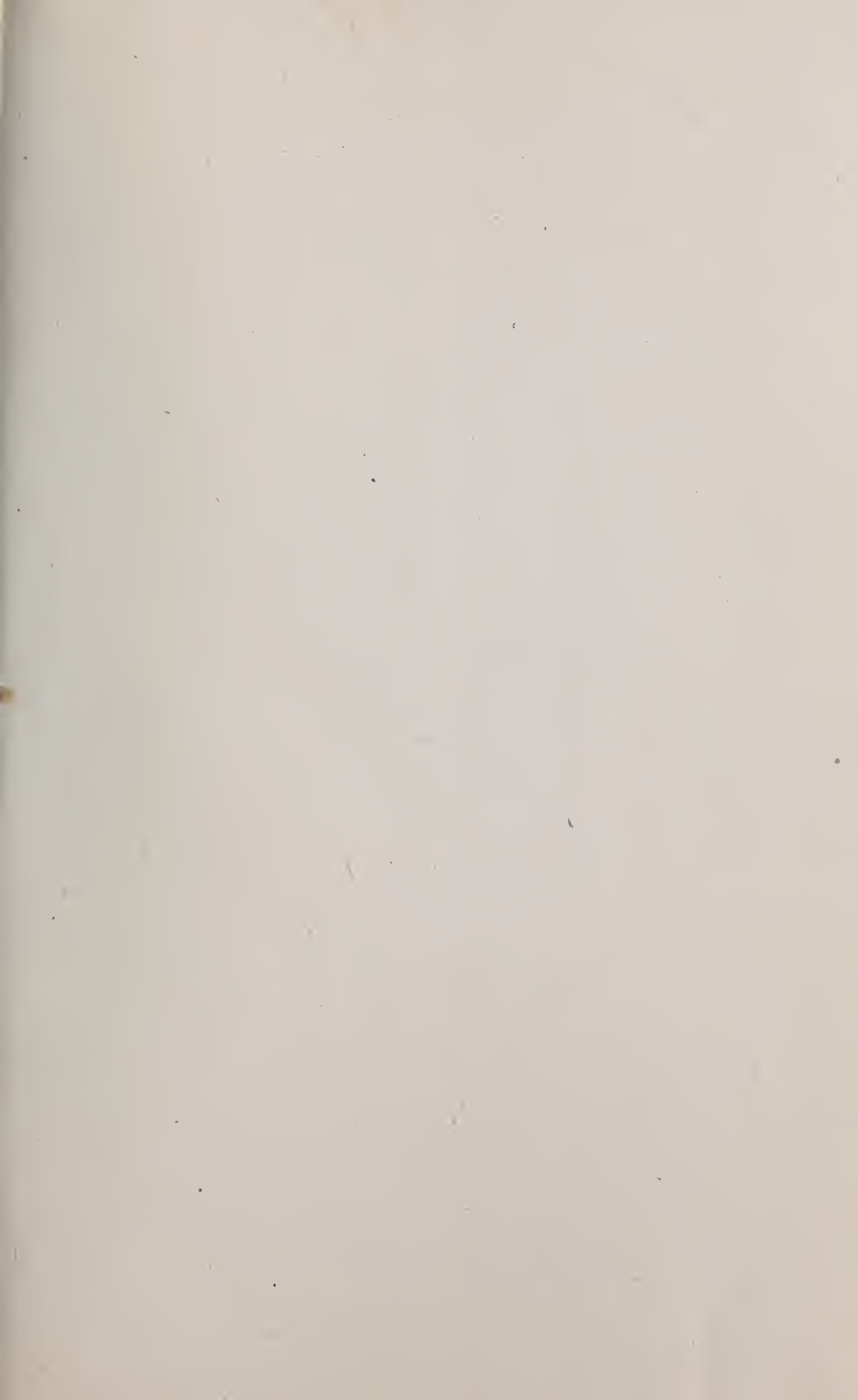
<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
Sweep	swept	swept
Swell	swelled	swollen, R.
Swim	swam, <i>swum</i>	swum
Swing	swung	swung
Take (<i>be-,re-,under-</i>)	took	taken
Teach	taught	taught
Tear	tore	torn
Tell	told	told
Think	thought	thought
Thrive	throve, R.	thriven, R.
Throw	threw	thrown
Thrust	thrust	thrust
Tread	trod	trod, trodden
Understand (<i>mis-</i>)	understood	understood
Wax	waxed	waxen, R.
Wear (<i>outwear</i>)	wore	worn
Weave	wove, R.	woven, R.
Weep	wept	wept
Wed	wed, R.	wed, R.
Wet	wet, R.	wet, R.
Whet	whet, R.	whet, R.
Win	won	won
Wind	wound, R.	wound, R.
Work	wrought, worked R.	wrought, R.
Wring	wrung, R.	wrung, R.
Write	wrote	written

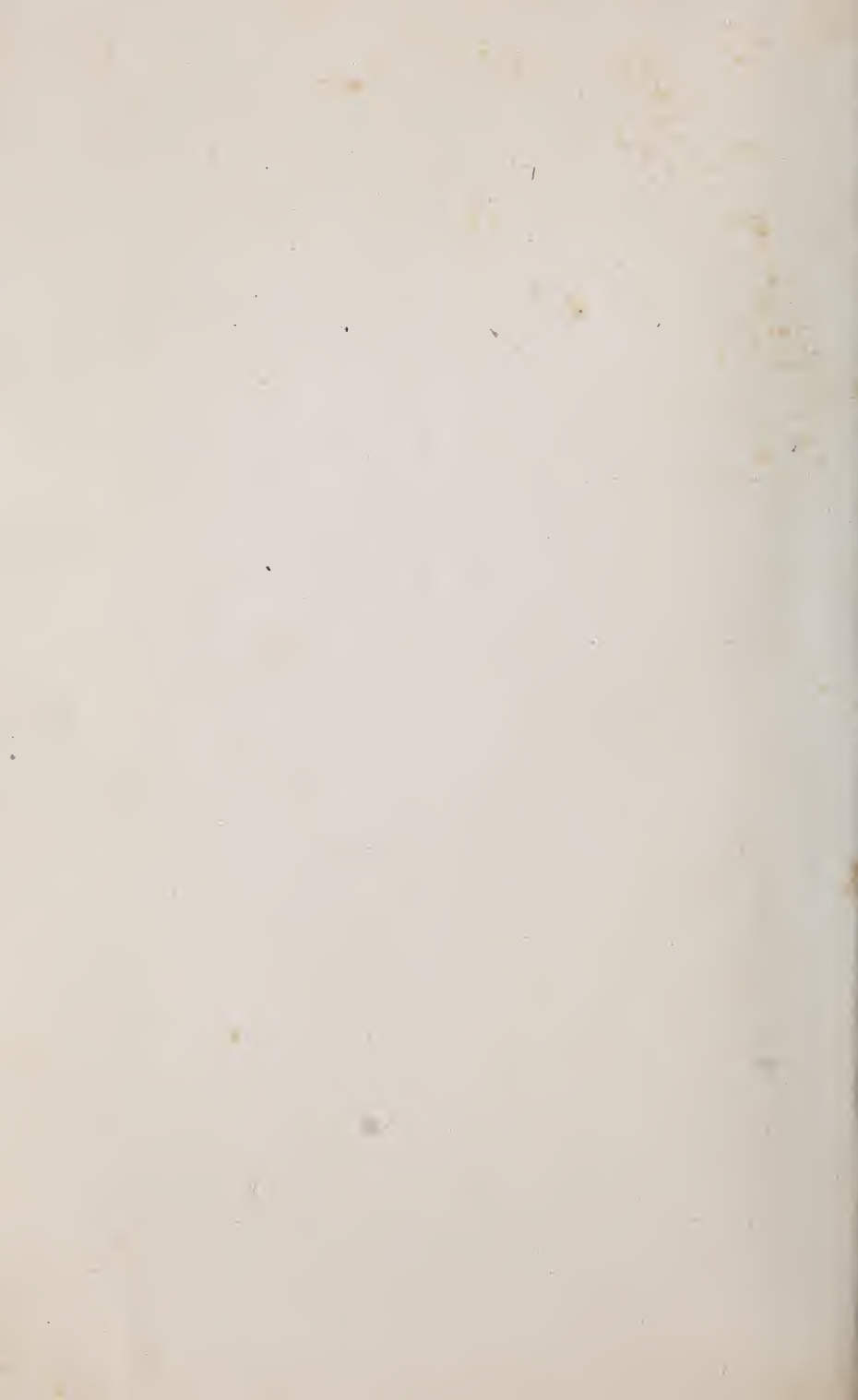


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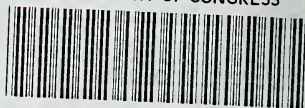
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